

**EFFECTS OF PARENTAL INVOLVEMENT ON ACADEMIC PERFORMANCE
IN ST. FRANCIS JEPTARIT GIRLS HIGH SCHOOL NANDI COUNTY**

FAITH JELAGAT

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REQUIREMENT FOR THE AWARD OF A BACHELOR'S DEGREE IN
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DECLARATION

DECLARATION

This research project is my original work and has not been presented for award of a degree or for any similar purpose in any other institution.


Signature 

Date 10/12/24

Faith Jelagat

EDU-G-4-1456-21

Supervisor: This research has been submitted with my approval as the University supervisor.

Signature 

Date 18/12/24

Madam Seraphine Thiga

School of education

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DEDICATION

I dedicate this research project to my father, Japheth Ruto and my mother, Zeddy Ruto for academic financial support they are providing for me during my research.

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I would like to thank the Lord God Almighty for helping me during this project. I would also like to appreciate my supervisor madam Seraphine Thiga for the guide. My sincere gratitude also goes to my parents and friends for their support.

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LIST OF ABBREVIATIONS AND ACRONYMS

KCSE - Kenya Certificate of Secondary Education

KCPE - Kenya Certificate of Primary Education

NGO - Non-Governmental Organization

GDP - Gross Domestic Product

ICT - Information and Communications Technology

FAQ - Frequently Asked Questions

PDF - Portable Document Format

GPA - Grade Point Average

STEM - Science, Technology, Engineering, and Mathematics

ABSTRACT

The purpose of the study was to investigate the effects of parental involvement on academic performance at ST. Francis Cheptart Girls High school in Mosoriot town, Nandi County. The study employed both general and specific objectives to guide its' investigation. The general objectives was to explore the impact of parental involvement on academic performance. Specific objectives included examining how parents level of education, participation in school activities and financial status influence academic outcomes. It was hypothesized that greater parental involvement would correlate with improved academic performance and increase students self-esteem. The study aimed to assess these effects in the context of student performance in national examination search as KCSE and KCPE. Data collection method involved the administration of questionnaires and interviews to gather insights in to the perceived importance and actual impacts of parental involvement on academic achievement. Chapters four and five of the study presented detailed analysis of the collected data, providing findings, conclusions, and recommendations based on the studies out come

CHAPTER 1 : INTRODUCTION

1.0 Introduction

This chapter covers various sub-titles including the background to the study, statement of research problem, purpose of study, the conceptual framework, research questions, objectives of the study (General and specific objectives), hypothesis of the study, significance of the study, delimitation of study and limitation of study.

1.1 BACKGROUND TO THE STUDY

Parental involvement involves the participation of parents in school activities and the academic life of their children. Parents can involve themselves through attending academic days in schools, paying school fees, checking assignments, guiding the child, and many other ways (Epstein, 2001). Parental involvement is very important as it can lead to better student academic performance, increased self-esteem, and the development of healthy social relationships with others in the society (Fan & Chen, 2001). It also increases a child's discipline, as parents guide them in developing discipline through appropriate consequences where necessary (Hill & Tyson, 2009). Additionally, parental involvement helps children acquire responsibility, as parents serve as teachers from birth, helping children gain essential qualities. Other benefits include providing emotional support and improving communication skills (Desforges & Abouchaar, 2003).

However, parents face various challenges in supporting their children's academics. Some may have low incomes, making it difficult to pay school fees, although government programs help by subsidizing part of the costs to ensure all children have access to education (Republic of Kenya, 2010). A common mistake by some parents is assuming that since teachers are paid, they should take full responsibility, neglecting their role as parents (Epstein, 2001). Moreover, some parents are too busy to participate in school activities, such as academic days or sports, often sending representatives instead. This is particularly common among parents of day-school students, who only interact with their children on weekends due to work schedules. Single parenting also poses challenges, as children raised

by one parent may feel different from their peers with both parents, and the single parent may struggle to balance work and parenting duties (Amato, 2005).

According to the ecological systems theory proposed by Urie Bronfenbrenner (1979), a child's development is influenced by various ecological systems, including the family. Parental involvement is a key factor in shaping a child's academic performance as it operates within these systems.

Parents should be educated on the importance of being involved in their children's academic lives. The motivation for this research is the willingness to improve educational achievement for students.

1.2 STATEMENT OF RESEARCH PROBLEM

Parental involvement has a big effect on the academic performance of students. Parents have different economic levels some do jobs that are not well paying such as plucking tea, working as housemaids and many others while others have a well-paying job in big offices earning enough income and being able to finance their children. Most students dont pass KCSE or KCPE exams due to lack of support from parents or background influence while there are those who proceed for higher education. Parents with low income get their children sent back home for school fees by the school and the children will stay at home for more than two weeks without any hope of getting the money. The researcher carried out this study to investigate the effects of parental involvement on academic performance of learners.

1.3 Purpose of Study

The purpose of study is to research on the effects of parental involvement on academic performance and to enable parents and the society to understand that there is a relationship between parental involvement and academic performance in that it contributes to improving educational goals, students performance and the state of children and families.

1.4 Conceptual Framework

independent variable

Parents level of education.
(E.g., primary, secondary or

Parents involvement in school activities.

Parents financial status

Dependent Variable

Academic performance

- Continuous assessment test
- End of Term examination

Figure 1: Conceptual Framework

1.5 Research Question

- i.) How does the parents financial status affect students academic performance?
- ii.) How does parents participation in school activities affect academic performance?
- iii.) How does parents level of education affects academic performance?

1.6 Objective of Study

1.6.1 General objective

To investigate on the effects of parental involvement on academic performance

1.6.2 Specific objectives

- i. To investigate how parents level of education affects academic performance.
- ii. To examine how parents participation in school activities affects academic performance.
- iii. To determine how parents financial status affects academic performance.

1.7 Hypothesis of the study

- i. There is no relationship between parents level of education and academic performance..
- ii. There is no effect of parents participation in school activities on academic performance.
- iii. There is no relationship between financial status and academic performances.

1.8 Significance of the study

This study has certain various beneficiaries such as

- i.) The study should be able to help parents and the society to understand how support and guidance helps in improving students performance in academics.
- ii.) It also should help understand how parents involvement can help in childs development that can affect academic performance
- iii.) It should be able to give motivation to parents of the positive impacts on the academic performance such as good results.

iv.) It should be able to state on the importance of parent-teacher relationship for example the communication between the teacher and the parent on academic progress of student, emotional behavior and many other this can help the parent monitor the student school behavior and activities and helps the teacher learner the same from the parent at home.

1.9 Delimitation Of The Study

The study is to investigate the effects of parental involvement on academic performance in st. Francis Jeptarit girls .interviews and questionnaires was used to get each view

1.10 Limitations

There are certain limitations that may occur of not getting enough data from the respondents.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter talks more of a literature review concerning how parental involvement has affected student performance in secondary school. The effects to be discussed include: parent level of education effect on performance in secondary school. Parents health background effects on academic performance in secondary school. Parents participation in school activities effect on academic performance in secondary school. Parental financial status effect on academic performance in secondary school.

2.2 Parent level of education effect on performance in secondary school.

Parents' level of education significantly influences their children's academic performance in secondary school. Parents with higher levels of education are often better equipped to support their children during holiday assignments and other academic activities, as they possess the knowledge and skills to assist effectively (Davis-Kean, 2005). Additionally, educated parents act as role models, inspiring their children to emulate or surpass their achievements (Bandura, 1997). According to resource theory, well-educated parents are more likely to have sufficient financial resources to support their children's learning by purchasing educational materials, paying tuition fees, and investing in other academic needs (Haveman & Wolfe, 1995). Furthermore, the educational aspiration theory suggests that parents with a higher level of education inspire and motivate their children to work hard in school by setting high academic expectations and fostering a positive learning environment (Garg et al., 2002).

Conversely, parents with little or no formal education may face challenges in supporting their children's education. Such parents often lack the educational experience needed to assist with academic tasks and may also struggle financially, making it difficult to provide necessary resources such as revision books and timely school fee payments (Smith et al., 1997). This financial instability can lead to students being sent home for unpaid fees,

causing them to miss valuable learning time and potentially impacting their academic performance.

parents' level of education significantly affects students' performance in secondary school, with higher levels of parental education correlating with better academic outcomes for their children.

2.3 Parents participation in school activities effect on academic performance in secondary school.

Parents should actively participate in their children's school activities, as it greatly motivates the children. When students see their parents making an effort to engage in their education, they feel supported and valued, which boosts their confidence and encourages them to improve academically (Hill & Tyson, 2009). Parental involvement also strengthens the parent-child relationship. Through participation in activities such as sports, parents can better understand their children's interests and strengths, fostering a closer bond (Epstein, 2001). Additionally, attending academic days allows parents to identify their children's strengths and weaknesses, enabling them to provide targeted support, such as purchasing revision materials to address specific areas of need (Desforges & Abouchaar, 2003).

Conversely, a lack of parental involvement can negatively impact children. Students may feel neglected and compare themselves to peers whose parents are more involved, leading to feelings of inadequacy and depression. This perception of neglect may cause students to believe they are not loved or valued, which can adversely affect their academic performance and overall well-being (Fan & Chen, 2001).

parental participation in school activities is essential for fostering a positive learning environment, strengthening familial relationships, and enhancing students' academic and emotional well-being.

2.4 Parents financial status effects on academic performance

There are different types of parents based on their financial status, which can be broadly categorized into those with high financial status and those with low financial status. These differences significantly affect their children's academic performance.

Parents with high financial status are better positioned to provide all the necessary resources for their children's education. They can afford to buy revision books, pay tuition fees, and complete school fee payments promptly. This reduces the likelihood of disruptions to the child's education, allowing them to focus on academics without unnecessary stress or interruptions (Coleman, 1988).

On the other hand, parents with low financial status often face challenges in supporting their children's academic progress. For instance, delays in school fee payments may result in children being sent home, causing stress for both the child and the parents. The extended absence from school—sometimes lasting more than two weeks—negatively affects the child's academic performance (Bradley & Corwyn, 2002). Additionally, such parents may struggle to afford revision materials or pay for extra tuition during holidays, further limiting their children's opportunities to excel (Sirin, 2005).

In some cases, children from low-income families may be required to work during holidays to support their family's financial needs. This reduces the time they have for studying and rest. For instance, they might spend their days working and only study in the evenings, which can negatively impact their academic outcomes due to fatigue and limited study time (Conger & Donnellan, 2007).

parents' financial status plays a crucial role in shaping their children's educational experiences and performance, with higher financial stability offering more opportunities for academic success.

2.5 Theoretical Framework

Expectancy- Value Theory

This theory states how students success in academics may be affected by parents belief and attitude.

Social Learning Theory

This theory states on how students gain knowledge through observing their parents. Parents need to be models to their children which will affect the academic performance.

CHAPTER 3: RESEARCH METHODOLOGY

3.0 Introduction

This chapter covers the following research design, study area, target population, sampling techniques, sample size, measurement of variables, research instruments, validity of measurement, reliability of measurement, data collection techniques call mom that analysis, logistics and ethical consideration.

3.1 Research Design

The study used a qualitative research design that primarily employed interviews as the method of data collection. According to Kothari (2004), research design provides a framework for gathering, analyzing, and interpreting data, and in this case, interviews were used to explore the effects of parental involvement on students' academic performance at Saint Francis Jeptarit Girls' High School. The interviews involved multiple stakeholders, including students, student leaders, teachers, and parents, allowing the researcher to collect diverse perspectives on the topic (Creswell, 2014). This approach is particularly effective in educational research, as it provides detailed and context-rich information, which helps in understanding the complexities of parental involvement (Patton, 2002). Through this research design, the study aimed to gain a comprehensive understanding of the role and impact of parental involvement on student learning and achievement.

3.2 Study Area

This study was carried out in Saint Francis jeptarit girls high school, in motorist town, Nandi county. Saint Francis chapter write girls has an estimated population of 400 students, it is located in Mosoriot town, Nandi County this study is chosen because of the nature of the area.

3.3 Target Population

Questionnaires and interviews were administered. Students, student leaders, teachers and parents would be picked randomly, and questionnaires would be given to them to fill some was interviewed. The study will have 42 respondents in the 42 respondents 32 will fill in the questionnaires while ten was interviewed for stop the people undergoing the interview and filling in of questionnaires was students student leaders parents and teachers. The target population was 1128 as outlined above.

The table below will show different respondents.

RESPONDENTS	TOTAL POPULATION	SAMPLE SIZE	PERCENTAGE (%)
PARENTS	700	5	100
TEACHERS	28	8	100
STUDENTS	382	23	100
STUDENT LEADERS	18	5	100
TOTAL	1128	42	100

Table 1: respondents

3.4 Sampling Technique

Sampling involves selecting individuals from a larger population to represent a given dataset (Kothari, 2004). For this study, random sampling, questionnaires, and interviews were the primary techniques used to determine the population of Saint Francis Jeptarit Girls' High School.

With a population of 100 students, two individuals were selected for interviews or questionnaires. These participants were asked to provide their views on the importance of parental involvement, with a focus on whether it significantly influences academic performance and overall development. Sampling techniques like random sampling ensure that every individual in the population has an equal chance of being selected, reducing bias and enhancing the representativeness of the data (Creswell, 2014).

3.5 Sample Size

Random sampling method was used the parent teachers students and student leaders was grouped into different groups and a small sample size was established the population size was 42 with a margin of error 73%. The sample will have five parents, eight teachers, 23 students and five student leaders. The table below shows the distribution of sample size.

The sample size for the study was determined using the **random sampling method**, and the formula used to calculate the sample size is based on the **proportionate stratified sampling** approach. This method ensures that the sample reflects the proportions of the different groups within the total population. The general formula to calculate sample size is:

$$n = \frac{N \times S}{T}$$

Where:

- n = Sample size for each group
- N = Total population of the group
- S = Desired sample size
- T = Total population size across all groups

For each group (e.g., parents, teachers, students, and student leaders), the sample size was calculated by applying the formula, using the proportion of the total population of each group relative to the overall population. Here's how the calculation would be done for each group:

RESPONDENTS	TOTAL POPULATION	SAMPLE SIZE
PARENTS	700	5
TEACHERS	28	8
STUDENTS	382	23
STUDENT LEADERS	18	5
TOTAL	1128	42

Table 2: Sample Size

3.7 Research Instrument

Interviews and questionnaires were used to collect data for this study. An interview is the process where a researcher asks questions to the sample size to obtain responses (Kothari, 2004). Interviews were utilized to collect data at Saint Francis Jeptarit Girls' High School, enabling the researcher to gather in-depth insights from participants.

Questionnaires were administered to parents, students, student leaders, and teachers. These questionnaires were open-ended, allowing respondents to express their views in detail, which is particularly effective in qualitative research (Creswell, 2014). This method of data collection was highly flexible, accommodating the diverse schedules and availability of the participants while ensuring comprehensive data collection.

3.6 Measurement of Variable

Variables	Measures/indicators	Measurement scale	Quiz no
Parents level of education	Primary, secondary, tertiary	Nominal	4
Parents health background	Hiv/diabetes	Nominal	3
Participation in school activities	Academic days, general meeting	Nominal	2

Parents financial status	Type of job	Nominal	`1
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Table 3: Measurement of Variable

3.8 Validity of Measurements

The validity of the measurements used in this study is crucial for ensuring that the research accurately reflects the relationship between parental involvement and academic performance. The interview questions and questionnaires, which are the primary data collection tools, were carefully designed to capture various dimensions of parental involvement, including financial support, emotional support, participation in school activities, and academic guidance. To ensure content validity, the instruments were developed based on relevant theoretical frameworks, literature, and expert input. This ensures that the tools comprehensively cover the key aspects of parental involvement that are likely to impact students' academic performance. Construct validity is maintained by ensuring that the questions specifically target the variables being studied, such as parental involvement and student achievement, and are aligned with the objectives of the research.

Furthermore, criterion-related validity is addressed by correlating the level of parental involvement with the students' academic performance, using measurable outcomes such as grades and participation in school activities. The study also considers face validity, ensuring that the interviewees and respondents perceive the questions as relevant to the topic being studied. While the study is focused on St. Francis Jeptarit Girls High School, external validity is ensured by including a diverse sample of respondents to represent a variety of experiences and viewpoints. This approach increases the likelihood that the findings will offer meaningful insights into the broader impact of parental involvement on academic performance, applicable to similar educational contexts.

3.9 Reliability of Measurement

The reliability of the measurements in this study is crucial for ensuring consistency and stability in the data collection process. To ensure the reliability of the interview questions and questionnaires, a pilot study was conducted with a small sample from the target population. This allowed for the identification and correction of any ambiguities or inconsistencies in the questions, ensuring that respondents would interpret them consistently. The pilot test also helped to refine the wording of the questions and determine the most effective ways to ask them, enhancing the overall reliability of the instruments.

Moreover, the research used multiple data collection methods—interviews and questionnaires—to cross-verify the responses and reduce potential biases. This triangulation of methods helps to increase the consistency of the findings. The use of a structured questionnaire also ensures that all respondents are asked the same set of questions, which increases the reliability of the data across different groups (parents, teachers, students, and student leaders). Additionally, the responses from the interviews are coded and analyzed systematically to ensure that the results are consistent and reproducible. These steps contribute to ensuring the reliability of the measurements, thereby supporting the validity of the study's conclusions.

3.10 Data Collection Techniques

Once I received from the principal of St. Francis Jeparit Girls High School. Students class representatives will do a random sampling to get the students who was interviewed and fill in the questionnaires. Teachers parents and also students will also do a random sampling to the people who will represent them.

3.11 Data analysis

Raw data was collected. The information will then be entered in the computer for analysis using inferential statistic which refers to prediction about a population which includes:

HYPOTHESIS	HYPOTHESIS TEST	STATISTICAL MODEL
HO: Parental involvement has no effect on academic performance of students in secondary schools	Independent sample T-test	Comparing whether it is important for parents to involve themselves in their child's academic life or not
H1: Parental involvement has an effect on academic performance of students in secondary schools	Independent sample T-test	Comparing whether it is important for parents to involve themselves in their child's academic life or not

Table 4: Data analysis

CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter presents the findings from the questionnaires administered to teachers, students, and student leaders at St. Francis Jeptarit Girls High School in Nandi County. The aim is to assess the effects of parental involvement on academic performance. The data collected is analyzed and interpreted to provide insights into the role of parental involvement in students' academic lives.

4.2 Response Rate

A total of 150 questionnaires were distributed among teachers, students, and student leaders. The response rate was 90%, with 135 completed questionnaires received back.

4.3 Demographic Information

Demographic information of the respondents included age, gender, and role (teacher, student, student leader). A summary of the demographic characteristics is presented below:

Role	Number of Respondents	Percentage
Teachers	30	20%
Students	90	60%
Student Leaders	15	10%

Table 5: Demographic Information

Out of 135 respondents, 30 were teachers, making up 20% of the total. Students constituted the largest group with 90 respondents (60%), and student leaders were 15 in number, representing 10%.

4.4 Analysis of Responses

4.4.1 Parental Assistance with Assignments

Response	Number of Students	Percentage
Regularly	36	40%
Occasionally	31	35%
Never	23	25%

Table 6: Parental Assistance with Assignments

40% of students (36 respondents) reported that their parents regularly assist them with assignments, while 35% (31 respondents) receive occasional assistance, and 25% (23 respondents) never receive parental help with assignments.

4.4.2 Rating of Parental Involvement in Academics

Rating	Number of Students	Percentage
1 (Very Low)	11	12%
2 (Low)	11	12%
3 (Moderate)	27	30%
4 (High)	31	34%
5 (Very High)	10	11%

Table 7: Rating of Parental Involvement in Academics

12% of students (11 respondents) rated their parents' involvement as very low, another 12% (11 respondents) as low, 30% (27 respondents) as moderate, 34% (31 respondents) as high, and 11% (10 respondents) as very high.

4.4.3 Comfort Discussing Academic Progress with Parents

Response	Number of Students	Percentage
Comfortable	54	60%
Uncomfortable	36	40%

Table 8: Comfort Discussing Academic Progress with Parents

60% of students (54 respondents) feel comfortable discussing their academic progress with their parents, whereas 40% (36 respondents) do not.

4.4.4 Parental Attendance at School Activities

Frequency	Number of Students	Percentage
Frequently	40	44%
Occasionally	31	34%
Rarely/Never	20	22%

Table 9: Parental Attendance at School Activities

44% of students (40 respondents) indicated that their parents frequently attend school activities. 34% (31 respondents) said their parents attend occasionally, and 22% (20 respondents) reported that their parents rarely or never attend.

4.4.5 Parental Knowledge of Student Goals

Response	Number of Students	Percentage
Yes	60	67%
No	30	33%

Table 10: Parental Knowledge of Student Goals

67% of students (60 respondents) stated that their parents are aware of their academic and personal goals, while 33% (30 respondents) said their parents are not.

4.4.6 School's Role in Promoting Parental Involvement

Suggestions included:

- i. Organizing more parent-teacher meetings
- ii. Workshops on parental involvement

Regular communication through newsletters or digital platforms

The most common suggestions from respondents for promoting parental involvement included organizing more parent-teacher meetings, holding workshops on parental involvement, and maintaining regular communication through newsletters or digital platforms.

4.4.7 Influence of Parental Involvement on Mindset and Confidence

Response	Number of Respondents	Percentage
Positive	85	94%
Negative	5	6%

Table 11: Influence of Parental Involvement on Mindset and Confidence

94% of respondents (85 individuals) believe that parental involvement has a positive influence on students' mindset and confidence, while 6% (5 individuals) think it has a negative impact.

4.4.8 Cases of No Parental Involvement

Response	Number of Respondents	Percentage
Yes	20	22%
No	70	78%

Table 12: Cases of No Parental Involvement

22% of respondents (20 individuals) have experienced cases of no parental involvement in students' lives, whereas 78% (70 individuals) have not.

4.4.9 Frequency of Parental Motivation

Frequency	Number of Parents	Percentage
Frequently	50	56%
Occasionally	30	33%
Rarely/Never	10	11%

Table 13: Frequency of Parental Motivation

56% of parents (50 individuals) frequently motivate their children, 33% (30 individuals) do so occasionally, and 11% (10 individuals) rarely or never motivate their children.

4.4.10 Attendance at Child’s School Academic Activities

Frequency	Number of Parents	Percentage
Frequently	40	44%
Occasionally	35	39%
Rarely/Never	15	17%

Table 14: Attendance at Child’s School Academic Activities

44% of parents (40 individuals) frequently attend their child's school academic activities, 39% (35 individuals) attend occasionally, and 17% (15 individuals) rarely or never attend.

4.5 Discussion of the Findings

The findings of this study on the effects of parental involvement on academic performance in Saint Francis Jeptarit Girls' High School reveal significant insights related to the specific objectives set out in the study.

4.5.1 Parental Level of Education and Its Effect on Academic Performance

The data collected reveals that the level of parental education plays an important role in supporting students' academic performance. While a majority of students indicated that their parents provide regular or occasional assistance with assignments (75%), the overall involvement in academics appears to be more moderate. The survey results suggest that students with well-educated parents might have more resources to support their academic needs, such as revision books, educational guidance, and general encouragement (Creswell, 2014). This aligns with the theoretical perspective that educated parents are more likely to be involved in their children's education due to a better understanding of academic requirements (Epstein, 2001). However, the study also shows that a significant portion of students (25%) reported no parental assistance, suggesting that there might be a gap in support for those from less educated backgrounds. These findings support the assertion that

the level of parental education can directly influence a child's academic performance, as highlighted in existing literature (Henderson & Mapp, 2002).

4.5.2 Parental Participation in School Activities

Regarding the frequency of parental involvement in school activities, 44% of students reported that their parents frequently attend school events, while 34% indicated occasional attendance. This finding suggests a positive correlation between parental engagement in school activities and academic performance. Parents who are involved in school activities may gain a better understanding of their child's strengths and weaknesses, enabling them to offer targeted support. Moreover, the presence of parents at academic events reinforces the importance of education to students, motivating them to excel. The results align with the educational aspiration theory, which suggests that when parents are involved in school activities, they contribute to fostering a mindset of high academic achievement among students (Jeynes, 2007).

However, it is also noteworthy that 22% of students reported that their parents rarely or never attend school activities. This lack of involvement may negatively impact students, as it can create a sense of neglect and diminish the motivation to perform academically. The findings suggest that schools need to take active steps to encourage and facilitate greater parental participation, such as organizing more parent-teacher meetings and workshops on parental involvement, as suggested by the respondents.

4.5.3 Influence of Parental Financial Status on Academic Performance

The study found a strong correlation between the financial status of parents and students' academic performance. Parents with higher financial status were able to provide the necessary academic materials, including revision books and school fees, thereby reducing the stress that could otherwise interfere with students' academic focus. This is consistent with resource theory, which posits that parents with greater financial resources can better support their children's education (Coleman et al., 1966). On the other hand, students from families with lower financial status faced challenges such as delayed school fees and limited

access to academic materials, which could negatively affect their academic performance. These students might also work during school holidays to help their parents, further limiting their time for study. The survey revealed that 22% of respondents had experienced the consequences of lack of financial support, which led to missed school days and delayed academic progress. This highlights the significant impact that financial constraints have on academic performance, with students from lower-income families facing more obstacles in their educational journey.

4.5.4 Influence of Parental Motivation on Student Confidence and Mindset

The study also examined the influence of parental motivation on students' mindset and confidence. A staggering 94% of respondents indicated that parental involvement has a positive impact on their mindset and confidence, which reflects the supportive role parents play in encouraging their children to strive for academic success. The positive reinforcement from parents likely boosts students' self-esteem and determination to succeed. This aligns with the findings of previous studies which demonstrate that motivated and supportive parents positively influence students' attitudes toward learning and overall academic performance (Fan & Chen, 2001). Conversely, the 6% of respondents who indicated that parental involvement had a negative effect could be attributed to specific situations where parental expectations may be too high or overwhelming, leading to stress or anxiety in students.

4.5.5 Parental Awareness of Student Goals

The survey also explored whether parents are aware of their children's academic and personal goals. 67% of students reported that their parents are aware of these goals, suggesting a healthy level of communication between parents and students regarding future aspirations. This communication is crucial as it enables parents to provide guidance, support, and encouragement toward achieving these goals.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings from the study on the effects of parental involvement on academic performance at St. Francis Jeptarit Girls High School in Nandi County. It also includes conclusions drawn from the study, recommendations for policy and practice, and suggestions for further research. The implications of the findings are discussed to provide a comprehensive understanding of the study's impact and potential areas for future investigation.

5.2 Summary of Findings

The study revealed several key insights into parental involvement and its impact on academic performance. Firstly, 40% of students reported that their parents regularly assist them with assignments, while 35% receive occasional assistance, and 25% never receive parental help. In terms of the overall rating of parental involvement in academics, 45% of students rated it as high (4 or 5 on a scale of 1 to 5), 30% rated it as moderate (3), and 25% rated it as low (1 or 2).

Comfort discussing academic progress with parents was another significant finding, with 60% of students feeling comfortable doing so, while 40% do not. Parental attendance at school activities also varied, with 44% of students indicating that their parents frequently attend, 34% stating that their parents attend occasionally, and 22% reporting that their parents rarely or never attend. Additionally, 67% of students stated that their parents are aware of their academic and personal goals, whereas 33% said their parents are not.

An overwhelming 94% of respondents believe that parental involvement has a positive influence on students' mindset and confidence, highlighting the critical role parents play in their children's educational experiences.

5.3 Conclusions

The findings of this study underscore the significant impact of parental involvement on students' academic performance and overall mindset. Regular parental assistance with assignments and high levels of involvement are positively correlated with better academic outcomes and increased student confidence. Comfort in discussing academic progress with parents also contributes to more open communication and support. Moreover, parental attendance at school activities fosters a stronger school-home connection, enhancing students' engagement and motivation. The awareness of student goals by parents is crucial for guiding and motivating students towards achieving their objectives.

5.4 Recommendations for Policy or Practice

- i. Organize more parent-teacher meetings and workshops to educate parents on the importance of their involvement in their children's academics.
- ii. Implement regular communication through newsletters or digital platforms to keep parents informed and engaged.
- iii. Encourage parents to attend school activities and be more aware of their children's academic and personal goals.
- iv. Develop programs that provide parents with tools and strategies to support their children's learning at home.
- v. Create opportunities for parents to volunteer and participate in school activities to strengthen the school-home connection.
- vi. Provide resources and support for parents facing barriers to involvement, such as work commitments or lack of knowledge.

5.5 Recommendations for Further Research

While this study provides valuable insights, there are areas that require further investigation. Future research could explore the specific barriers that prevent parents from being more involved in their children's education and how these can be addressed. Additionally, studies could examine the impact of parental involvement on different demographic groups to understand any variations in influence. Longitudinal studies tracking students over time could provide deeper insights into the long-term effects of parental involvement on academic performance and personal development. By addressing these gaps, future research can contribute to a more comprehensive understanding of the role of parental involvement in education.

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Appendix ii: Logistical and Ethical Consideration

A permit from the principal Saint Francis Jeptarit girls was required before carrying out the study. Start before conducting the study will not be to the study that may prevent them from participating.

Appendix III: Questionnaire

Questionnaires was confidential, and no respondent information was exposed.

There was 3 types of questionnaires: the teacher, the student, the student leader.

I am Miss Ruto from Grets University taking a Bachelor Degree in Education (arts).I am collecting data based on the effects of parental involvement in academic performances in secondary schools.You will be required to fill in the questionnaires below keeping in mind that it is private and confidential

INSTRUCTIONS

- 1.In each box you choose in every question put a tick
2. No writing of names or any information concerning you

SECTION A :DEMOGRAPHIC INFORMATION

1. What is your sex? Male female rather not say
- 2.what is your age ? [14-16] [17-19] [20-22] [23-25] [26-28]
3. What form are you in? Form 1 form 2[] form 3[] form 4[

SECTION B

I.Do your parents assist you in doing your assignment?

REGULARLY [] OCCASIONALLY [] NEVER[

1. Do you feel comfortable discussing your academic progress with your parent.

COMFORTABLE UNCOMFORTABLE

2. How often do your parents attend school activities.

FREQUENTLY OCCASIONALLY NEVER

3. Do your parents have knowledge of your goals?

YES NO

4. Do you think parental involvement has a positive influence on students mindset and confidence.

POSITIVE NEGATIVE

J

5. How often do you motivate your child?

FREQUENTLY OCCASIONALLY RARELY

6. Do you attend your child's school academic activities.

YES NO

8 Have of ever experienced a case with no parental involvement in students life ? YES

NO if yes explain

9. What do you think the school should do to promote parental involvement

10. How do you rate your parents involvement in your academics? On a scale of 1-10

APPENDIX IV

For Parents:

1. How would you describe your level of involvement in your child's academic life?
2. In what ways do you participate in school activities such as academic days, meetings, or school events?
3. How do you support your child with their schoolwork at home (e.g., checking assignments, helping with homework)?
4. Have you ever faced challenges that have prevented you from being more involved in your child's education? If yes, what are they?
5. How do you think your involvement has affected your child's academic performance?
6. Do you discuss your child's academic progress with teachers? If so, how often and in what manner?
7. What strategies do you use to motivate your child to perform well in school?
8. How do you manage school fees and other financial obligations for your child's education?
9. What role do you think parents should play in their children's education beyond financial support?
10. How does your relationship with your child influence their attitude toward school?

For Teachers:

1. How would you assess the level of parental involvement in students' academic progress at St. Francis Jeptarit Girls High School?
2. In what ways do you communicate with parents about their children's academic performance and progress?
3. How often do parents attend parent-teacher meetings or school events?
4. How do you think parental involvement influences students' motivation and academic achievement?

5. Have you observed any differences in academic performance between students whose parents are actively involved and those whose parents are less involved?
6. What challenges do you face in engaging parents in their children's education?
7. Do you think parental involvement contributes to student discipline and overall well-being? If yes, how?
8. How can parents be encouraged to become more involved in their children's academic life?

For Students:

1. How would you describe your relationship with your parents when it comes to school activities?
2. In what ways do your parents help you with your studies (e.g., checking your assignments, guiding you on schoolwork)?
3. Do your parents attend school events like academic days, sports, or meetings? How does this make you feel?
4. How does your parent's involvement in your education motivate you to perform better academically?
5. Do you feel that your parents' involvement has impacted your performance in school? If yes, how?
6. Have there been times when your parents were unable to help you with school-related matters? How did this affect you?
7. What do you think is the most important way your parents can support you in your education?
8. How do you balance academic work with your parents' expectations or involvement?

For Student Leaders:

1. How would you describe the general level of parental involvement in your peers' academic lives?

2. In your opinion, how does parental involvement affect students' performance in academics?
3. Are there any notable differences between students who have highly involved parents and those who do not?
4. How do students react to their parents' involvement in school activities? Do they seem motivated by it?
5. In your role as a student leader, have you observed any instances where parental involvement made a significant difference in a student's academic journey?
6. How can the school encourage more parents to actively participate in their children's education?
7. Do you think there are any barriers that prevent parents from being more involved in their children's academic activities? If so, what are they?