

**RELATIONAL ANALYSIS OF PARENTAL INVOLVEMENT AND
PUPIL'S PERFORMANCE IN KENYA CERTIFICATE OF
PRIMARY EDUCATION IN JARAJILLA DIVISION,
FAFI SUB-COUNTY, KENYA**

**MACHARIA RICHARD MWANGI
MED-24657/2013**

**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF
EDUCATION CURRICULUM STUDIES OF
MOUNT KENYA UNIVERSITY**

APRIL, 2015

ABSTRACT

It is widely recognized that if pupils are to maximize their potential from schooling, they need the full support of their parents. Thus, the study intended to investigate the relation between parental involvement and pupils' academic performance in Kenya Certificate of Primary Education in Jarajilla Division, Fafi Sub-county in Garissa County. The literature for this study was based on concept of academic performance, parental involvement as academic role models, school decision making, behavior modification and involvement in pupils' homework. The study adopted quantitative and qualitative methods since it involved collection and analysis of quantitative and qualitative data. Questionnaires, interview schedules and focused group interviews were used to collect data from head teachers, primary school teachers, parents and pupils in standard eight. Pilot survey will be done twice amongst 5 head teachers, 5 teachers, 5 parents' representatives 10 class VIII pupils to establish validity and reliability was determined using test retest method. The reliability coefficient was determined using Cronbach's Alpha. The study applied explanatory sequential design in which researcher implemented the quantitative and qualitative method where qualitative data helped explain or build upon initial quantitative results. The target population for this study included 37 head teachers, 321 primary school teachers, 350 parents' representatives and 1500 pupils in class VIII all totaling to 2208. Using The Central Limit Theorem, the researcher will sample 10 primary schools, that is, 27.03% of 37. Based on the same theorem, the researcher sampled 200 respondents, that is, 9.06% of 2208. Stratified sampling was applied to create 4 strata based on the number sub-locations each consisting of at least 9 primary schools. From each stratum, 3 head teachers and 8 primary school teachers were selected using purposive sampling. This is by virtue of their closeness to primary school pupils and their responsibilities as implementers of findings of the study. 8 parents' representatives and 34 class VII pupils were selected using simple random sampling. This was appropriate since it eliminated bias and favoritism. This sampling procedure enabled the researcher to realize a sample of 10 head teachers, 29 primary school teachers, 32 parents' representatives and 135 pupils in class VIII. Collected data was analyzed quantitatively and qualitatively and then merged into one overall interpretation in which the researcher related the quantitative results to the qualitative findings. Analysis of data was done through identifying common themes from the respondents' description of their experiences. Frequency counts of the responses were then obtained to generate information about the respondents and to illustrate the general trend of findings on the various variables that were under investigation. The collected data was analyzed qualitatively along the study objectives and the basic quantitative data was analyzed using Pearson's Product Moment Correlation (PPMC) Test Analysis in Statistical Packages for Social Science (SPSS version 21). The findings of the study were presented using percentages and tables. The study has established that parents' involvement contributes to the KCPE and academic performance of pupils in primary school settings. The study thus recommends that a policy should be formulated to enforce adherence to Partnership Policy which spells out the roles of the parents in the education sector amongst children in primary school settings.