

**PARENTAL INVOLVEMENT IN SCHOOL ACTIVITIES AND ACADEMIC
PERFORMANCE AMONG PRIMARY SCHOOLS IN BELGUT
DIVISION – KENYA: ANALYTICAL PERSPECTIVES**

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ABSTRACT

The study investigated the level of parental involvement in school activities, parental involvement in academic activities, non-academic activities, and whether the parents' involvement in school activities translate to good academic performance in Belgut Division, Kericho County. This was because the standard of attainment in KCPE performance in the division had greatly declined. Poor performance in the division had caused a lot of social upheavals in the community. For example, Standard Eight drop-out rate had risen. This was against the backdrop of a number of variables, one of them being level of parental involvement in school activities. The study was guided by Bruner's theory of scaffolding. The independent variable was parental involvement activities. The intervening variable was poverty, social environment, cultural practices, parenting styles and family instability. The dependent variable was pupils' academic performance. The study adopted descriptive survey design and the targeted population was 31 primary schools in Belgut Division, in which the respondents were school heads and class seven and eight teachers and parents. The researcher sampled schools to be involved in the study using simple random sampling. From the sampled schools, teachers were sampled using stratified sampling technique and simple random technique was applied in the stratum. The data collection instruments were questionnaires for the teachers and interview schedule for the parents. Data collected was qualitative and was analyzed using descriptive statistical tools i.e. frequencies and percentage. This was aided by Ms Excel computer program. Borg and Gall holds that the most widely used and understood proportion is percentage. The data was presented using frequency tables and bar graphs. The major findings of the study were that the level of parental involvement in school activities was low. Generally, parents were not fully involved in all school activities. The most affected areas were; visiting the library, school inspection, encouraging children to do science, modeling reading for the children, counseling and buying supplementary books. The findings also revealed that parental involvement in school activities influenced academic performance. The findings will be of benefit to administrators, school managers, teachers, parents, researchers and other educational stake holders. It was concluded that parental involvement in school activities is crucial for improvement of academic performance. The recommendation therefore was that parents should be fully involved in all school activities.