

**IMPLICATION OF PARENTAL AND TEACHERS INVOLVEMENT ON
STUDENTS ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY
SCHOOLS IN TESO SOUTH DISTRICT, KENYA**

SUNGUTI DUNCAN ABABU INGOTSI

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ABSTRACT

There had been an outcry from educational stakeholders on the continued decline in performance in secondary schools within Teso South District for the past five years. The study endeavoured itself to the scientific investigation of parental and teachers involvement and its implications on the students' academic achievement in public secondary schools located in Teso South Sub-County Busia County, Kenya. In essence the purpose of the study was to find out the combined effect of parental and teachers' involvement on students' academic achievement in public secondary schools in Teso South Sub-county Busia County, Kenya. The specific objectives of the study were; to determine the influence of parental and teachers communication, consultation, support and supervision on academic achievement of students in public secondary schools. The study was guided by Ecological Systems Theory advanced by Bronfenbrenner. The study was conducted in Teso South Sub-County public secondary schools. The study used a survey design strategy. The target population comprised of PTA representatives, principals, teachers and Form IV students. The sample size for the study comprised of 17 principals, 47 PTA representatives, 107 teachers and 295 Form IV students. The research instruments used were questionnaires and interview schedules. Research instruments were tested for reliability and validity before going to the field. Data was analysed qualitatively and quantitatively. Quantitative data was analysed using descriptive statistics: frequency, percentages, means and standard deviations. Inferential statistics; correlations and chi square were also performed to check on the relationship between the independent variables and dependent variable. Qualitative data was classified into themes and subthemes and analysed using grounded theory and content analysis methods. The results of the analysis were presented using tables, graphs and narrations. Findings of the study revealed that the parental-teacher relationship was low in majority of secondary schools in Teso South Sub County. Study results showed that parental communication and support had no significant ($p>0.05$) effect on academic achievement of secondary schools students. Only parental supervision was found to have had a positive effect ($p<0.05$) on student academic achievement in secondary schools. The study recommends that parents should continuously support schools in paying schools fees on time, making frequent visits to look on their children progress and supervise and advise their children at home on the importance of education. In conclusion it is hoped that the findings of this study will be of immense value particularly so during this time of un-paralleled emerging social issues of the day. The findings may be used by the teacher trainers and KEMI, to incorporate and emphasize the profit of a strong and legal parental/teachers' relationship in improving students' academic achievements in public secondary schools.