

**INFLUENCE OF PARENTAL INVOLVEMENT ON PUPILS' PERFORMANCE
IN MATHEMATICS IN PUBLIC PRIMARY SCHOOLS IN MWEA DIVISION,
EMBU COUNTY, KENYA**

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ABSTRACT

The main objective of examinations in Kenya is to evaluate knowledge acquisition and evaluate the readiness of the learner to pursue learning at higher levels. However, majority of pupils in Kenya, especially those from rural primary schools perform dismally in KCPE mathematics examination which is one of the core subjects. The purpose of this study was to establish the influence of parental involvement on performance in mathematics in public primary schools in Mwea division. The objectives of this study were to find out the relationship between study environment at home and mathematics performance, to establish the relationship between parental involvement and performance in mathematics and to establish the strategies that the parents and teachers should employ to improve on mathematics performance of pupils in public primary schools in Mwea division. The study was based on the resource framework theory by Brooks-Gunn. The literature was reviewed under the subtopics; Perception of Performance in Mathematics, Factors Affecting Mathematics Performance, Parental Involvement in Mathematics Learning and Strategies to Improve on Mathematics Performance. The study utilized descriptive survey research design. The target population for this study comprised of 29 schools with an enrollment of 867 pupils in class seven, 29 class seven mathematics teachers and 29 class seven parents representative. The parents and class seven mathematics teachers were purposively sampled, pupils were systematically sampled. The accessible population was 6 schools, and 100 research participants. The instruments for data collection were questionnaires for pupils and teachers and Interview Schedule for Parents. Permission to collect data from the schools was sought from the District Education Officer and the research instrument administered to the respondents. Data was analyzed using statistical package for social sciences' (SPSS). The study established that: Availability of a reading table and a chair (82%), time pupils spent reading while at home (50%), parents provision of mathematics learning materials (72%), parents helping pupils to do their homework (100%), parents' follow-up of pupils' schoolwork progress (78%) and parents attending their PTA meetings (64%) are some of the factors that influenced pupils performance in mathematics. More assignments be given to pupils, incentives to teachers and pupils, making learning environment conducive at home and school, proper utilization of learning resources, employment of more qualified math's teachers, mathematics seminars for teachers and parents and provision of learning and teaching materials both at home and school, were among the suggested strategies to improve on performance in mathematics. The findings of this research will be of importance in that schools will utilize them aiming at improving performance by ensuring that the home and parental factors hindering good performance in mathematics are minimized or mitigated.