

**ASSESSMENT OF PARENTAL INVOLVEMENT IN PUPILS' PERFORMANCE
IN KENYA CERTIFICATE OF PRIMARY EDUCATION IN LOW AND HIGH
PERFORMING PUBLIC PRIMARY SCHOOLS IN NAKURU MUNICIPALITY,
KENYA**

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ABSTRACT

Poor performance has been a major issue in some public primary schools in Kenya causing many stakeholders to search for explanations and solutions to the problem. The purpose of this study was to assess the parental involvement on pupils' performance in high and low performing public primary schools in Kenya Certificate of Primary Education in Nakuru Municipality and thereafter recommend strategies to be used to improve performance in these schools. The specific objectives of the study were: to assess parental involvement in high performing and low performing public primary schools in KCPE in Nakuru Municipality, to compare the level of parental involvement in high performing and low performing public primary school's KCPE performance in Nakuru Municipality, and to suggest strategies that can be used to improve parental involvement in school KCPE performance. The study employed descriptive survey design. The target population for this study consisted of all 58 public primary schools which were registered as examination centres by Kenya National Examination Council, with a population of 53,075 pupils and a teaching staff of 1,128 teachers in Nakuru municipality. The study purposively sampled all the head teachers from 52 public primary schools from whom 48 data forms were collected. The main tool of primary data collection for this study was the questionnaire. Quantitative data obtained was analysed using descriptive statistical tools which included frequencies, percentages, means and t-test to compare parental involvement in both high performing and low performing schools. The study also used secondary data from Municipal Education Office to classify schools into High Performing (HP) and Low Performing (LP) schools. The study established that, there was a significant difference between the level of parental involvement in high performing and low performing schools which could be attributed to the difference in performance. Parental involvement was significantly higher in high performing schools compared to the low performing schools. This implies that this could be one of the key issues affecting pupils' academic performance in primary schools. Secondly the study found out that, parents as stakeholders have a lot of responsibilities of ensuring their children's academic performance. The roles vary from provision of the necessary learning environment in schools and at home, provision of teaching and learning materials, monitoring of children academic progress and discipline, moral and psychosocial support to ensure that children are motivated to schooling. The study therefore recommends that parents in public primary schools that were classified as low performing should put in strategies to ensure that they play their roles accordingly as key stakeholders in the education system in order to improve performance in those schools.