

**INVESTIGATIONS INTO THE EFFECTS OF PARENTAL INVOLVEMENT ON
PUPILS ACADEMIC PERFORMANCE: CASE OF KARIOBANGI SCHOOLS**

MERCY MUKENI OKUMU

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ABSTRACT

Parental Involvement in Education is largely associated with positive outcomes such as improved academic performance, decrease in Truancy, improved discipline, improved self esteem and completion of homework. This study is therefore focused on the effects of parental involvement on the academic performance of pupils in Kariobangi region of Nairobi County. The study aimed at; Determining the relationship between parent literacy levels and involvement in education, finding out existing policies on parent involvement and whether they are being implemented, determining the attitudes of pupils, teachers and parents in relation to the role of parental involvement in academic performance and establishing the components of parental involvement in Kariobangi and how these components impact on children's academic performance. The study established that parents in Kariobangi engage in four types of parental involvement according to Epstein Typology of parent involvement; Basic parenting, facilitating learning at home and communication with school. The study also concludes that teachers, parents and pupils have a positive attitude towards parental involvement in education however ignorance on what actually is entailed in the involvement is what precipitates negativity. Parent literacy levels in Kariobangi was also found to have a strong relationship in the level of parental involvement in education. Finally the study strongly recommends that the Government, schools and other key stake holders in education, main stream parental involvement in education and develop practical implementation plan highlighting all the six types of parental involvement in education as outlined by Epstein.