

**INFLUENCE OF PARENTS' PARTICIPATION IN SCHOOL MANAGEMENT ON
ACADEMIC PERFORMANCE: A CASE OF PUBLIC SECONDARY SCHOOLS IN
SIKAGO DIVISION, EMBU COUNTY.**

BY

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DECLARATION

This research report is my original work and has not been presented for the award of a degree in this University or any other institution of higher learning for examination.

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DEDICATION

This project report is dedicated to my family, Caleb Mwangi and Joy Ciku and all those who supported in the completion of this project writing. Thank you and God bless you abundantly.

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ABSTRACT

The main aim of the study is to investigate the influence of parent's participation in management of public secondary schools on academic performance in Siakago Division in Embu County. The objectives of this study were: to investigate the influence of parents' participation in decision making, school financing, motivating learners and maintenance of physical facilities of schools on students' academic performance in Siakago division in Embu County. The researcher used questionnaires to collect data from the students and teachers, while an interview schedule were used to collect data from the head teachers and the parents. Both qualitative and quantitative techniques were used to analyze the data. Research questions were analyzed using descriptive statistics of frequency and percentages of the response. From the study finding, the benefits of parental participation in school management have not been realized in many of the schools, which has been affecting academic performance. It was evidence in the study findings that parents' participation in decision making, school financing, motivating learners and maintenance of physical facilities of schools affects students' academic performance in Siakago division in Embu County. The recommendation of the study was to parents to take up specific roles in school management and indicating the values of their participation in school management let alone making it possible for them to participate in school managerial activities through conducting the managerial functions in which they are involved in ways and in modes of communication that the parents comfortably understand.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education management is based on authority, freedom, orderliness and managerial dynamics and always has an aim. It can be described as a specific type of work in education which comprises those regulative tasks or actions executed by a person or body in a position of authority in a specific field or area of regulation, so as to allow formative education to take place (Simango, 2006). For the purpose of this study, the parent involvement in management of implies all management activities undertaken by the school managers, together with their management teams, with the intention of involving parents in their children's education so that effective teaching and learning can take place. Management activities include planning, organizing, coordinating, leading and controlling parent involvement practices initiated in schools.

A parent is one of the most important pillars upon which the education of a child should be placed, and without parental support in education the child may experience great difficulty in his or her academic achievement and later on in life. Parent involvement in school management is one factor that has been consistently related to a child's increased academic performance (Hill and Craft, 2003). While this relation between parent involvement and a child's academic performance is well established, studies have yet to examine *how* parent involvement increases a child's academic performance. The role of parents in school management today is rooted in the Education Policy and their responsibility revolves around financial mobilization, discipline and monitoring the performance of the school. Parents are said to be partners, clients, consumers and educational assistants in as far as management of schools is concerned (Thomson, 2001). However, in Sub-Saharan Africa, due to extreme poverty and financial constraints, there have been challenges in the provision of education. Many countries reported difficulties in recruiting and retaining qualified teachers, especially for teaching Mathematics and Sciences, (Bregman and Armstrong, 2003). Due to poverty in the developing world and more so in rural areas, parents may not afford providing school materials or paying tuition fees which fund is used to pay teachers, buy scholastic materials

and laboratory equipment, or provide for the welfare of teachers and students in order to contribute towards the achievement of academic success.

Academic performance has been defined by Kaggwa (2003) and the World Bank (2002) as the quality and quantity of knowledge, skills, techniques and positive attitudes, behaviors and philosophy that students achieve. This achievement is evaluated by the mark or grade that students attain in tests or examinations done at the end of the topic, term or year or education cycle World Bank (2002). Therefore, the quality of the grades and the number of students that pass in various grades, determine the level of academic performance. In schools, academic performance is a concern of people who have vested interest in schools. These may include parents, students, the staff, proprietors and the entire society that forms the school as a system or community.

Management has been defined by Sapre (2002), quoted by Bush (2003) as a set of activities directed towards efficient and effective utilization of resources in order to achieve organizational goals. Secondary school management in particular refers to the application of management theory and practice to educational institutions (Okumbe, 2008). Managerial functions include planning, organizing directing, controlling resources, staffing, coordinating reporting and budgeting (Koontz and O'Donnell 2006). In this study parents participation in school management was evaluated in relation to financing or organizing resources, disciplining, budgeting, and implementation of school policies as the major managerial functions in which parents mainly involve themselves and which aspects may directly affect students' academic performance.

It is widely recognized that if students are to maximize their potential from schooling they will need the full support of their parents. Attempts to enhance parental involvement in education occupy governments, administrators, educators and parents' organizations across North America, Australasia, continental Europe, Scandinavia and the UK. It is anticipated that parents should play a role not only in the promotion of their own children's achievements but more broadly in school improvement and the democratization of school governance. The European Commission, for example, holds that the degree of parental participation is a significant indicator of the quality of schooling.

In England, the Government's strategy for securing parental involvement was first set out in the 2007 White Paper, 'Excellence in Schools'. The strategy described there included three elements providing parents with information, giving parents a voice and encouraging parental partnerships with schools. In a study carried out by Feyfant and Rey (2006) in Scottish schools, it was concluded that for more than 10 years now, parents' role in school was the main factor responsible for 'school market' in this sense meaning the popularity of the school. From Kenyan's experience, the popularity of schools is so much linked to how many first grades (academic performance) a school may achieve in given consecutive years. This prompted the researcher to find out the extent to which failure or success in academics may be attributed to parents' participation in school management. This strategy has since been played out through a wide range of activities including; the enhancement of parent governor roles, involvement in inspection processes, provision of annual reports and prospectuses, the requirement for home-school agreements and the provision of increasing amounts of information about the curriculum and school performance.

In a study carried out in USA by Marschall (2006) among Latino students in Chicago, it was discovered that parental school involvement increases parent skills and information which equip them to assist their children in school related activities when they come back home. To this end, Lareau (2006) adds that when parents are involved in their children's schooling, they meet other parents who provide them with information on school policies, and practices. Besides that, when parents and teachers interact, teachers learn about the parents' expectations for their children and their children's teachers. However, both Marschall and Lareau don't explain what may happen to students' academic performance if parents' are done away with in school related activities. While agreeing with the two authors, the study intended to discuss what might happen to students' academic performance if parents are not considered as partner in academic related activities in schools.

In Uganda, the Education Act 1969 shows that parents' responsibilities among others include participation in the promotion of discipline, provision of learning materials, teachers welfare, structural development and caring for children. Although the Government white paper (2002) doesn't legalize parent participation in school management, it does not contradict it either but simply recommends parents' role play. This suggests that parental participation in school

management is desirable and could lead to improved academic performance among other benefits.

At present, the Kenyan education system is experiencing the challenge of providing access to quality education to all children of school-going age on an equitable basis (Republic of Kenya, 2011). Parental involvement is the awareness of and participation in schoolwork, understanding of the interaction between parenting skills and student success in schooling and a commitment to consistent communication with teachers about students' progress (National Middle School Association Research Summary (NMSA), 2006). Research undertaken recently has led to a paradigm shift from exclusive professionalism and opened up discussion on the importance of parental involvement and that parents have the right to play an active role in their children's education. According to Symeou (2003) parents, at nearly all levels, are concerned about their children's education and success and want advice and help from schools on ways of helping their children. Quiocho and Daoud (2006), and Brannon (2008) note that parental involvement leads to higher academic achievement and improved perceptions of children's competence. They add that the increasing evidence of the sustained benefits of parental involvement in the higher primary grades and in high school, calls for continued research in this area and the necessity of implementing parental involvement programs at all levels of school education.

1.2 Statement of the Problem.

Poor academic performance of student has been of great concern to educationists, parents and counselors in particular (McCellandd, 2000). Despite all parent's participation in management of public secondary schools mounted in schools to improve the students' academic performance, poor performance are still recorded yearly in siakago division and it has become necessary to find out the cause of such poor performance. In siakago division, there was an evident increase in the mean score on the Kenya certificate of secondary Education examination from 4.99 in the year 2011 to 5.333 in the year 2012 and a drop to 5.016 in the year 2013. This mean score is still quite low as compared to other topping divisions in the country (Ministry of Education, 2013). Hence this background creates a need to study on the

influence of parent's participation in the schools management and the performance of secondary school students in siakago division. Research conducted by scholars on academic performance has consistently shown that parents participatory in motivating learners, offering financial support, making some decisions in the management and assisting in infrastructure is crucial and important in predicting learners educational achievement (Gun and Klebanov2007). However not much studies has been carried out by scholars on siakago division. How has this influence the educational achievement of students.this therefore creates a gap to find out how parents participation influences educational achievement of the students. It is therefore based on this background that this study intends to investigate the influence of parents participation in the school management and the academic performance in siakago division.

Although many school administrators in the area are already complaining that their efforts to improve the quality of education are being frustrated by lack of infrastructure, scholastic materials poor staff remuneration and they feel that the burden of improving students' academic performance is being left to them. Therefore, the researcher in this study was motivated to investigate the influence of parental participation in school management on students' academic performance. Existing literature suggests that parental involvement has an influence on students' academic performance (Eita, 2007). There is, therefore, need to analyze the influence of parents participation in management of public secondary schools on academic performance in Siakago division in Embu County.

1.3 Purpose of the study

The purpose of this study is to establish the influence of parent's participation in management of public secondary schools on academic performance in Siakago division in Embu County.

1.4 Objectives of the study

- 1) To establish the influence of parents' participation in decision making on students' academic performance in Siakago division in Embu county

- 2) To establish the influence of parents' participation in school financing on students' academic performance in Siakago division in Embu county
- 3) To examine the influence of parents' participation in motivating learners on students' academic performance in Siakago division in Embu county
- 4) To establish the influence of parents' participation in maintenance of school infrastructure of schools on students' academic performance in Siakago division in Embu county

1.5 Research Questions

- 1) What is the influence of parents' participation in decision making on students' academic performance in Siakago division in Embu County?
- 2) What is the influence of parents' participation in school financing on students' academic performance in Siakago division in Embu County?
- 3) What is the influence of parents' participation in motivating learners on students' academic performance in Siakago division in Embu County?
- 4) What is the influence of parents' participation in maintenance of school infrastructure of schools on students' academic performance in Siakago division in Embu County?

1.6 Significance of the Study

The findings of this study helps in developing awareness and understanding among the stakeholders on the the influence of parents participation in management of public secondary schools on academic performance. The secondary school administrators may use the findings to be able to diagnose the various areas of parental involvement that are weak and therefore seek to remedy the gaps through the support of Parents Teachers Associations (PTA) and community leaders. Offer to stakeholders (including education planners and managers at all levels, parents and students) information on the current level of involvement of parents in management processes and what enhances or hinders effective school management especially in rural schools. The teachers may use the findings to identify the areas of parental

involvement that they need to strengthen. Parents may use the findings to redefine their role in the education of their children especially in improving school effectiveness. Motivate other scholars and researchers to carry out research in other areas in order to establish acceptable ways of parental participation in secondary school management. Guide education policy makers and education planners about the roles of particular stakeholders in the management of secondary schools. The Ministry of Education may use the findings and recommendations in policy formulation on effective parental involvement programmes in schools. The findings are also expected to be useful to the Kenyan Government as they may help to implement policies that would address the challenges faced by the society of a violent young generation

1.7 Limitations of the Study

This study may not be generalizable to other divisions. Nevertheless, the underlying theoretical assumptions and methodology of this study, as well as the findings of this study should be of assistance to the parents who have children in schools.

Furthermore, this study may require respondents to divulge important details about parents' involvement in the education of their children, which to some may be very sensitive, and few people may be willing to open-up and provide reliable information needed by this study. To prevent this, the researcher addressed the significance of the study findings to the respondents as well as indicating that the findings was entirely used for academic purposes. Others may view the study as a way of exposing their parent's weaknesses and may choose to abstain from taking any active role in the study given the sensitive nature parents' involvement in the education of their children in Kenya. In such cases, the researcher explained the relevance of the study that informed the policy makers on education policy reforms geared towards enhancing parents' involvement in the education of their children.

1.8 Delimitation of the Study

The study was concerned with the influence of parent's participation in management of public secondary schools on academic performance in Siakago division in Embu County. The study considered only the views from head teachers, teachers, parents and students in the schools.

Due to time and financial constraints, the study left out the opinions of other stakeholders who include the Parent Teacher Associations (PTA), support staff, and educational officials. The findings of the study should therefore be generalized with caution as the opinion of these stakeholders also may have had a bearing on parental involvement in their children's education and its influence on academic performance of schools in the division.

1.9 Assumptions of the Study

The study was carried out on the basis of the assumption that the respondents answered questions correctly and truthfully: that all the respondents would give genuine, truthful, and honest responses to the questionnaires.

1.10 Definition of Significant Terms

Academic Performance: Student' academic performance in this study means the average of students' scores on standardized examinations such as KCSE examinations.

Discipline: In this study is the system of rules and behavioral strategies appropriate to the regulation of children and the maintenance of order in schools. Its aim is to control the students' actions and behavior in academic performance.

Management 'management' is the process of managing that is, being in charge; administering; succeeding in doing something despite obstacles; exercising control or dominion, often in a tactful manner; and contriving to carry on despite difficulties. It is the skilful and/or resourceful use of material and time. In this study management is a process of working with individuals and groups and other resources to accomplish institutional goals.

Motivation: Implies the degree to which a person wants to work well in his or her job, in order to achieve satisfaction

Parent involvement: Parent involvement is active and willing participation of parents in a wide range of school-and home-based activities which may be educational or non-educational. It extends from supporting and

upholding the school ethos to supervising children's homework at home. Parent involvement in this study implies mutual cooperation, sharing and support of teaching and learning for learners' scholastic success.

Parent: This term is not limited strictly to birth parents in this study. It refers to any adult in a child's life who has accepted the responsibility of caretaker.

Performance: Performance involves acquisition of knowledge attitude and skill by students in class and its being examine with assessment tests

School infrastructure: School infrastructure are the materials, resources needed to impact formal education.

1.11 Organization of the Study

Chapter one of the study contains introduction, giving a background of the study while putting the topic of study in perspective. It gives the statement of the problem and the purpose of study. This chapter outlines the objectives, limitations, delimitations and the assumptions of the study.

Chapter two presents scholars work on establish the influence of parent's participation in management of public secondary schools on academic performance. Thereafter the chapter looked at a theoretical and conceptual framework. As such, the chapter is divided into variables on the influence of parents' participation in decision making, school financing, Motivating learners and Maintenance of school infrastructure of schools on students' academic performance in Siakago division in Embu County

Chapter three consisted of research methodology which was used in the study. It covers the research design, target population, sample design, data collection, validity and reliability of data collection instruments, data analysis techniques, and ethical considerations.

Chapter four presents data analysis, presentation and interpretation. The main objective of the study is to establish the influence of parent's participation in management of public secondary schools on academic performance in Siakago division in Embu County

Chapter five presents a summary of the study findings, conclusions and recommendations. The findings are summarized in line with the objectives of the study which is to establish the influence of parent's participation in management of public secondary schools on academic performance in Siakago division in Embu County

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, literature that is related to the variables that were involved in the study is reviewed. In the first sections, however, a theoretical and conceptual framework is constructed. As such, the chapter is divided into variables on the influence of parents' participation in decision making, school financing, Motivating learners and Maintenance of school infrastructure of schools on students' academic performance in Siakago division in Embu County

2.2 Academic Performance

School effectiveness is measured in the education system by the percentage of passes that the school attains at the end of each year. Secondary schools which obtain the minimum of 70% as set by the DoE are regarded as effective schools. However, it has become clear that the majority of secondary schools that are failing to meet the minimum requirement pass rate are the historically disadvantaged ones in black townships of South Africa (Moloi, Dzvimbo, Potgieter, Wolhuter and Van der Walt 2010). Moloi et al., (2010:475) write that a large percentage of South African schools are failing as institutions of teaching and learning. They express concern that the borders between the "effective" historically white schools distinguished from the "ineffective" majority of historically black schools continue to be based on race. The inability of black schools to attain a minimum pass percentage can be attributed, amongst other factors, to lack of proper management of parent involvement in those schools. Mahlangu (2008) writes that parent involvement in former state-aided schools is well established, however, this is not true in the vast majority of black schools, implying that parent involvement is not properly managed in them.

Academic achievement include the number of teachers on post, teacher pupil ratio, teacher qualifications and the personal characteristics of the individual teacher. The personal characteristics include academic qualifications, pedagogical training, content training, aptitude, and years of service/experience. A teacher brings these characteristics to class to

facilitate the learning process. The extent to which other inputs can improve the quality of education is directly related to the extent to which teachers effectively use the inputs to improve the teaching and learning process.

2.3 Parents' Participation in Decision Making and Academic Performance

Parental participation in decision making involves parents in governance, decision-making, and advocacy roles is yet another strategy for fortifying links between schools and parents. As parental participation in decision-making, when it is comprehensive program involving parents in learning support activities as well, is associated with improved student outcomes. Parent and community involvement in decision-making may also help make schools more accountable to the community. Parental participation in school decision-making may be strengthened by including parents in school site councils, parent-teacher associations, and other committees. Outcomes from activities include the benefits of policies that are enacted on behalf of students. Students are also likely to become aware of family representation in school decisions. Parents are expected to develop opportunities for input, feelings of ownership, an understanding of policies, and a sense of connection with other families. Teachers will likely become increasingly aware of the role of parents' perspectives in policy development (Epstein, 2005).

Carnie (2003) shows that there is need to offer opportunities to parents in order to participate in decision making processes that focus on the achievement of school objectives. Parents need to participate in matters pertaining to strategic planning, policies, budgeting and cyclical evaluation programmes. After all, quoting Gorton (2003) Kaggwa (2003) observes that no administrator can effectively perform all administrative functions alone. School administrators have always called upon parents to motivate students' academic endeavors. Parents should also offer career guidance especially the choice of subject combinations and directing students in their home works. However, Eccles and Harold (2006) as quoted by Nancy Etal (2004) observe that parents' confidence in their own intellectual abilities is the most salient predictor of their participation in children's schooling. Parents need to be guided on the knowledge and skills of secondary school management. The researcher hoped to use

collected data from shareholders in order to make necessary recommendations for the improvement of parents' participation in school management.

Being stakeholders in education, parents qualify to be participants in policy making and implementation in schools. This is because the parents have direct responsibility over the learners that might be affected by the implementation of policies and the parents could themselves be affected by those policies, meaning that they form part of the relevant policy publics (Owolabi, 2006). It is believed that when some stakeholders don't participate in policy implementation in a given system or institution, those policies may fail (Birkland, 2001).

The significance of parental values as perceived by students as a mechanism for both manifesting and explaining the impact of parental involvement has been validated in a number of studies. Examples include Fan (2001) who established the significant impact of parental aspirations on the general academic achievement of US adolescents; Ma (2001) who showed a strong impact of parental expectation on achievement in advanced mathematics; Carr and Hussey (2009) who showed that 'parents were the most influential social agents on children's task orientation intrinsic motivation and physical competence' in a study of English adolescents' competence at and commitment to physical education; Lynch (2002) who showed that mothers' beliefs in their ability to help their children (age range 8 – 9 years) learn to read had a positive influence on their children's self-beliefs as a learner-reader; and Garg et al (2002) who showed that the impact of family factors had their influence on shaping students' educational aspirations through their impact on extracurricular reading, attitudes towards school and homework and students' perceptions of their parents' educational aspirations. Garg et al considered this to be an important part of the students' 'educational self-schema' and showed that 'the parental involvement factor was found to be of greater importance (than SES) as a predictor of adolescent educational self-schema'. The schema as such was a powerful predictor of achievement.

2.4 Parents' Participation in School Financing and Academic Performance

In the context of this study, ordinarily, parents have a role to play in the making of these resources available, since they are expected to contribute towards the preparation of their children for academic excellence. For instance they are required to bring students to school on

time, provide scholastic materials and may be required to fund services offered to polish their children at school if this is agreed upon.

Parents have for long been noted for their key role in financing schools right from the colonial era especially after the first world war had affected donations for missionaries to run schools (SSekamwa, 2007). In their study however, Nancy and Lorraine (2004) found out that impoverished families are less likely to be involved in schooling than wealthier families, and schools in impoverished communities are less likely to promote parental participation in school management. This conforms to Feyfant and Rey's (2006) argument that there are families who have the right intentions but are powerless especially those from rural backgrounds or those with little in the way of education. However, being wealthy may be one thing and financing schools or providing scholastic materials to students may be another.

Parents' socio-economic status is seen as a major determinant of their level of involvement in their children's education, with those from lower socio-economic milieus and, often concomitantly, an ethnic minority background who generally achieve less at school. Conversely, parents from high socio-economic milieus have been found to create a more school supportive childrearing environment (Driessen et al., 2007). The latter function as role models for their children and are more inclined to follow their children's scholastic progress and help them with homework, thus having a positive impact on their achievement. Hill and Tyson (2009) argue that parental involvement creates an understanding of the purposes, goals and meanings of academic performance, communicates expectations about involvement and provides strategies that students can effectively use. Academic socialisation has the strongest positive relation to achievement.

According to Henderson (1989) parents involvement in schools requires taking up a variety of roles. Becher (1984) on the other hand recognizes significance of parents' role play in influencing educational programmes. There has been need for local communities to support schools materially and financially throughout Africa. Butchet (2004) as quoted by Musisi (2006) reveal that education in the third world countries experienced a state of crisis due to cuts in expenditure in the 1980s. Parents' participation in financing not only focuses on school fees but may also include students' personal requirements that enable them acquire

education easily. These may include clothing, sanitary pads for girls, note books and proper medication when they fall sick both at home and at school. Even if teachers are very good, such requirements have to be in place in order to help the student study well, yet they all require money. SSonko, (2001) observes that there are parents who don't value educating their children and have been heard saying "... we did not go to school yet we are serving better than those who say they are educated". It is likely that parents with negative attitudes toward education or those who don't have clear perceptions of their roles will let their children miss classes if they don't provide student' requirements hence lagging behind in academic performance. Alternatively such parents may be of low economic status hence affecting their children in the same way.

2.5 Parents' Participation in Motivating learners and Academic Performance

According to Epstein and Sanders (2002) families and schools management have worked together in striving to give learners quality education since the beginning of formal schooling. Families were responsible for preparing their children with the necessary skills in the early years and schools took over from there with little input from families. However, today in the context of greater accountability and demands for children to achieve peak academic performance, schools and parents have formed partnerships and share responsibilities for children's education in more structured ways. Nancy and Lorraine (2004) show that parental school involvement consists of activities like volunteering at school, communicating with teachers and other school personnel, assisting in academic activities at home and attending school events.

Parental encouragement is assumed that parents show by helping and guiding the child and coaxing him/her not to feel disheartened at a particular point of difficulty. Ross (1965) defined the term as when father and mother approve and appreciate any activity related to education or revoke any hurdle felt by the child or guide the right or wrong. Various research findings have shown that child's academic performance is influenced by parental encouragement to some extent. In a study of 5362 children drawn from every type of home in England and Wales, it was found that parental encouragement is important in determining the educability of children (Douglas, 1964). In his study, children whose parents are most

interested in their progress in education and encourage them to do well, are able to score higher than children whose parents are least interested and encouraging. He further stated that children with interested parents move ahead of the others from whatever their initial starting performance. This is because of the parent's encouragement and help which makes the child to have interest in his/her studies and utilize his or her capabilities to do well.

Docking (1980) as quoted by Babirye (2006) argues that discipline as a managerial function is important in the process by which children develop and are enabled to perform in society. Although he appreciates the significance of discipline to children's performance, he does not point out parents' roles in ensuring children's discipline yet they are a party in child development and school management. In most rural schools, parents tend to keep aloof and lack knowledge on education affairs as they watch the discipline and academic standards declining. Yet the importance of parental participation in school management should ultimately be vested in the improvement of academic standards of their children. Unless the roles of parents in disciplinary issues and other managerial areas is strengthened, there may be continued questions regarding satisfactory performance. Therefore, the study intended to point out parents' roles and to show how they should carry out their responsibility in ensuring children's discipline which is a prerequisite for better performance of children.

Epstein and Sanders (2002) discuss parents' diverse ways of participating in school management to also include communicating with teachers, participating in academic-related activities at home, and communicating the positive value of education to the learners, adding that these are each related to school performance. While the propositions advanced by Epstein and Sanders (2002) might be accepted without controversy, in the context of the study, critical consideration of these propositions indicated the need for investigation. First, the authors indicate what parental participation in school management could influence but they do not indicate why and how it could do so.

School discipline is an important aspect for an orderly and ideal learning situation. Discipline has been defined by Webster (2003) as the training or experience that corrects, molds, strengthens or perfects especially the mental faculties or moral character. It may also refer to

the control gained by enforcing obedience or order for example in school. In a school setting, the conduct of students is always a concern of teachers, parents and school administrators.

Okumbe (2008) describes discipline as the action by management to enforce organizational standards and respect of ones superiors within the chain of authority and the readiness to obey instructions and regulations laid down by the administration. In a school or organization the significance of maintaining discipline focuses on the achievement of set goals. Discipline in school is an important instrument in the process of socialization and formation of character. It involves the control of student impulses to acquire the social skills that will help them participate actively in their work roles. Therefore discipline could be an important factor contributing to what one achieves at the end of the academic programme.

Nsubuga (2002) observes that the extreme cases of indiscipline pronounced in schools could include disrespect for teachers and fellow students, drunkardness, smoking, fighting, theft, involvement in violent strikes and the like. Involvement in such activities would automatically deprive a student of time to concentrate on academics, would upset his/her mind, destroy his/her relationship with teachers and definitely affect the student's performance. Since Burden (2005) notes that teachers and parents work together as a group to provide mutually agreed upon obligations and expectations regarding discipline, the results of academic performance as related to discipline should not only be attributed to teachers but to parents as well .

2.6 Parents' Participation in Maintenance of school infrastructure and Academic Performance

There is a large and controversial literature analyzing the relationship between school resource levels and students' achievement, dating back to the pioneering work by Coleman *et al* (1966). Early work on this issue using US data suggested a weak and somewhat inconsistent relationship between school resources and students' achievement (Burtless, 2006 and Hanushek 1979, 1986 and 2007). International research confirms this view (Wosmann, 2003). However, this view was disputed by some, including Laine *et al.* (2006), Card and Krueger (2002) and Krueger (2003). A recent and comprehensive summary of a range of evidence on the influence of sizes of class is Averett and McLennan (2004). They found the

evidence base to be mixed, in terms of methodologies and results, and could not reach a definite conclusion about the influence of smaller classes on students' achievement.

In the UK, schools with higher concentrations of lower attaining students receive more funding per student. If this feature of the allocation of resources is ignored, a true positive effect of increasing resources will be understated. It is fair to say, however, that the vast majority of school resource effect studies have not been able to address the endogeneity problem. This is certainly so in the UK (Levačič and Vignoles, 2002). UK studies that have made some attempt to address endogeneity have generally found small but statistically significant positive effects from school resource variables on educational outcomes (Dearden *et al.*, 2001; Dolton and Vignoles, 2000; Dustmann *et al.*, 2003; Iacovou, (2002). Endogeneity issues are not the only methodological difficulty in this literature. For example, much of the work on resourcing has had to rely on quite aggregated data, rather than data at the level of the individual pupil. Aggregation bias is therefore a problem for some of the studies in this field (Hanushek *et al.*, 2006).

In Nigeria, a lot of studies have been conducted by various researchers on the relationship between educational resources and students' academic performance. Idiagbe, (2004) concluded that teachers qualification and adequate facilities were determinants of assessing academic performance of students in secondary schools. Hence the availability or non-availability of facilities in schools affects the academic performance of students in Delta State. This is in agreement with Nwangwu (2007) who believed that teaching materials facilitate teaching and learning activities, which result in effective teaching and improved academic performance. For efficient educational management, facilities help the school to determine the number of students to be accommodated, number of teachers and non-teaching personnel to be employed and the cost determination for the efficient management of the system (Osagie, 2001). The school climate is determined by the resources, especially class rooms under which the teachers and students operates which influences attitude in teaching and learning. Un-conducive class room creates stress on teachers and students resulting negative attitude toward school and learning by students. Facilities below approved standard could also lead to reduction in quality of teaching and learning in schools resulting to poor students' academic performance (Uwheraka, 2005). The school environment affects academic

achievement of students. Facilities such as, desks, seats, chalkboard, teaching aids, and cupboard are ingredients for effective teaching and learning. In the same vein the Nigeria Education Research Council of 2008 also emphasized that, for a good education policy or programmed to guarantee quality outputs, it must be adequately supplied with necessary facilities and equipment.

In Kenya a number of studies have been conducted to assess the level of availability and adequacy of teaching and learning facilities in the schools. The school infrastructure which includes: buildings, science laboratories, play grounds, and school compound were found to play an important role in facilitating academic achievement in schools. An evaluation which was conducted by KIE in the year 2007 to investigate how much prepared schools were for the new curriculum showed most of the sampled schools had inadequate infrastructure for teaching and learning. Other important resources in teaching and learning were found to be textbooks, charts, posters, library and computers. The most commonly used resource was found to be the textbooks some of which, according to a monitoring report, have shallow content, contradictory information, and too much unnecessary content and factual errors.

2.7 Theoretical Framework

Parents' participation in school management and how it may be related to students' performance will be explained by McGregor's theory X and Y (1960). His argument is based on the classification of how people get actively involved in work. Theory X holds that work is inherently distasteful to most people and that most people are not ambitious, have little desire for responsibility, prefer to be directed and must be coerced if organizational objectives are to be achieved (Hersey , etal 2002). Theory Y on the other hand assumes that people are not lazy; rather, that they can be self-directed and creative at work if properly motivated and are creative enough to solve organizational problems. In a school setting, the theory tends to explain how different stakeholders particularly parents will participate towards the achievement of school objectives. Some parents may participate maturely towards the improvement of their children's academic excellence while others may regress in behavior and act irresponsibly in their roles as stakeholders. From this theoretical background, it is

apparent that, in a school setting, parents might willingly participate in management activities or regress by declining participation in school management.

The study will be guided by Joyce Epstein's theory which was developed by Joyce (1996), Epstein's model places the onus on school-initiated behaviors rather than parent-initiated behaviors, however, Epstein's work is highly regarded and cited throughout the sea of literature on parental involvement. Epstein's theory of "overlapping sphere of influence" recognizes three major contexts in which children grow: the family, the school, and the community. In this model of school, family and community, the focus is primarily on the student. Students are the main actors in their education, development, and success at school (Epstein, 2005). Epstein argued, "School, family, and community cannot alone produce successful students. Rather partnership activities may be designed to engage, guide, energize, and motivate students to produce their own success" (p. 2). Epstein believes that families and schools share the responsibility for the children in their care, and the efforts of school, family and community partnerships must be conducted collaboratively. Epstein (2005) argues, "If students feel cared for and encouraged to work hard, they are more likely to do their best to learn to read, write, calculate, develop other skills and talents, and remain in school"

In Epstein's opinion, schools and families share responsibilities for the socialization of the child. Therefore, her theory of overlapping spheres of influence posits that the work of the most effective families and schools overlap and they share goals and missions. Although some practices of school and family are conducted separately, there are some important things that need to be done conjointly, reflecting the shared responsibilities of parents and educators.

Concepts of family-like school and school-like family are used to stress that the family needs to recognize that child is a learner to whom the importance of school, homework and learning in general needs to be pointed out, while the school is to make every child feel special, accepted and included as it is within the family. Similar principles go also for the community level and its interaction with both families and schools. Since it is assumed that the child is the reason for the connections between home and school, the model focuses on the key role of the child as student in interactions between families and schools, parents and teachers, or the community. If children feel cared for and encouraged to work hard in the role of student, they are more likely to do their best academically, and to remain in school. Joyce Epstein has

championed the importance of parent involvement, but she went beyond normal ideas and discussed the premise stating involvement should go beyond school and home, inviting a partnership between homes, schools, and communities.

2.8 Conceptual Framework

The Independent variables in this study are the influence of parents' participation in decision making, school financing, Motivating learners and Maintenance of school infrastructure of schools on students' academic performance in Siakago division in Embu county.

Parents are involved in decision making processes that focus on the achievement of school objectives. Parents need to participate in matters pertaining to strategic planning, policies, budgeting and cyclical evaluation programmes. On school financing, parents play a major role in ensuring that resources are available, school fee payments, financing of teachers who are not enrolled by the government as well as students' personal requirements. Parents also play an active role on motivating learners by offering parental encouragement, acting as role models to students and even disciplining students if need be. Maintenance of school infrastructure is another role discussed in this conceptual framework, since it's a role played by parents in providing good sanitation, laboratories for school, resource availability and donating teaching materials.

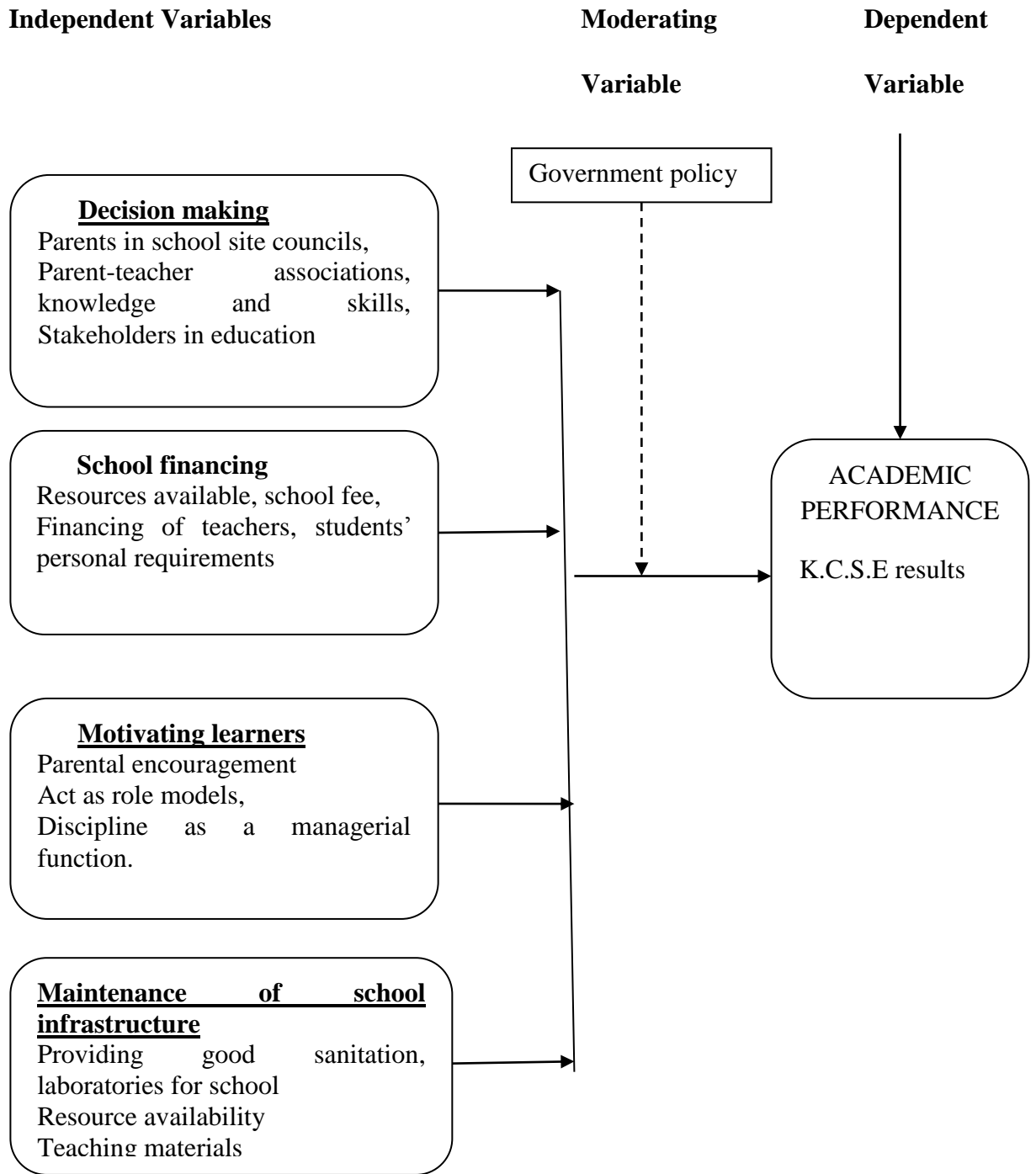


Figure 1: Conceptual Framework

2.9 Summary and research gaps

In this study there are four components of parental involvement namely; parental aspirations for children's education, parent-child communication about school; home-structure and parental participation in school related activities. Parental involvement were not without impact but such effects were inconsistent. Involvement in the school and parental monitoring of students' behaviour both had effects on moderating discrepant behaviour but less on achievement in science.

Numerous researches as was seen later in the chapter have been done to conclude that parents who are involved with their children's education are building the foundations for a better educated child. These children was better adjusted to school which can lead to more education. In addition, parents are sending a message to their children that education is important. In addition, parental involvement is important because parents who are part of their children's education will understand the importance of reading. These parents will read to their children beginning at a young age. Also, this parent will make sure that their child can read on the right grade level throughout the educational process. Since reading is a big problem in our country, the reading foundation that the parent is developing will assist the child in its future educational endeavors as well as life goals (Epstein, 2005).

Equally important, is the fact that parents who are involved with their children will make sure their home is conducive to education. This means that the home will have plenty of books available for their children to read. The home will also have several kinds of reference materials and tools available, such as: encyclopedias, magazines, computer, calculator, pens, pencils, papers, to name a few. In the home will be a quiet room that children can use to study or concentrate on their school work. Part of setting up a home conducive to learning, also includes limited amount of television viewing throughout the week. Some parents will even make sure that children's homework is done at the same time every day and if there is no homework the parent will create some (Epstein, 2005).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter outlines the overall methodology used in the study. This includes the research design, population of the study, sample size, sample frame, data collection methods, research procedures and data analysis and presentation.

3.2 Research Design

Chandran (2004) describes research design as an understanding of conditions for collection and analysis of data in a way that combines their relationships with the research to the economy of procedures. Krishnaswamy (2009) suggests that research design deals with the detailing of procedures that were adopted to carry out the research study. Paulin (2007) defines research design as a plan of what data to gather, from whom, how and when to collect data, and how to analyze the data obtained. In order to achieve the objectives of the study, a descriptive cross section survey design is used.

Descriptive survey research designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2002). Mugenda and Mugenda (2009) on the other hand give the purpose of descriptive research as determining and reporting the way things are. Borg and Gall (1989) noted that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. The study fitted within the provisions of descriptive survey research design because the researcher collected data and reported the way things are without manipulating any variables.

3.3 Target Population

Target population is defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study (Borg and Gall, 1989). Target population is an entire group of individuals, events or objects having common characteristics. It is the sum of all that conforms to a given specification and from

which a sample is taken. According to the Ministry of Education (2013), Siakago division in Embu County has 20 public boarding secondary schools and 12 Day public secondary schools. The schools have 376 teachers with 9600 students and 4,000 Parents

3.4 Sampling Procedures and Sample Size

This section outlines the sample size and sampling procedure that was used in data collection on the influence of parent's participation in management of public secondary schools on academic performance in Siakago division in Embu County.

A sample size is a subset of the population to which researcher intends to generalize the results. Any statements made about the sample should also be true of the population (Orodho, 2002). According to Mulusa (2000), 10 - 30% of the accessible population is adequate sample for a descriptive survey. The sample size were 10 schools (30%) purposefully sampled. Within the ten schools, 10 head teachers (30%) and 60 teachers or 10% of the population were sampled. Gay (2002) recommends that when the target population is small (less than 1000 members), a minimum sample of 30% is adequate for educational research. From 9600 students 384 were selected. The researcher used proportionate sampling to select 384 participants. This formed 30% of the target population, which is in line with Gay's (2002) recommendation.

The sample size is obtained by calculating the sample from the target population by applying Cooper and Schindler, (2003) formula.

$$n = \frac{N}{1 + N(e)^2}$$

Where: n= Sample size, N= Population size e= Level of Precision.

At 95% level of confidence and P=5

$$n = 9600 / 1 + 9600 (0.05)^2$$

$$n = 384$$

Category	Population size	Sample	Percentage
Head teachers	32	10	Purposive
Teachers	376	112	30%
Students	9600	384	4%
Parents	4000	20	Purposive
Total	14,008	526	N/A

Table 3.1: Sample population

Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population (Orodho, 2002). The researcher used two sampling techniques namely; purposive and random sampling. Sampling is the procedure a researcher uses to gather people, places or things to study. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho and Kombo, 2002).

3.5 Research Instruments

The main tools of data collection for this study were questionnaires and interview schedules.

The questionnaire was used for data collection because it offers considerable advantages in the administration. It also presents an even stimulus potentially to large numbers of people simultaneously and provides the investigation with an easy accumulation of data. Gay (2002) maintains that questionnaires give respondents freedom to express their views or opinion and also to make suggestions. It is also anonymous. Anonymity helps to produce more candid answers than is possible in an interview. The questionnaires were used to collect data from teachers and Students.

The researcher carried out oral interviews to collect data from the head teachers and parents on influence of parent's participation in management of public secondary schools on academic performance in Siakago division in Embu County. In order to avoid bias on parents' participation levels in secondary school management, the researcher used an interview guide.

This would also help in maintaining consistency and freedom of expression by respondents. The interview guides contains items covering all the objectives of the study.

3.6 Validity of Research Instruments

Validity, according to Borg and Gall (1989) is the degree to which a test measures what it purports to measure. According to Borg and Gall (1989) content validity of an instrument is improved through expert judgment. As such, the researcher sought assistance of the supervisor, who, as an expert in research, helped improve content validity of the instrument.

3.7 Reliability of Research Instruments

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results after repeated trial. Split-half method was used to test reliability. The questionnaires were divided into two equivalent halves and then a correlation coefficient for the two halves computed using the Spearman Brown Prophecy formula. The coefficient was showing the degree to which the two halves of the test provide the same results and hence describe the internal consistency of the test.

3.8 Data collection procedure

Primary data were collected using semi-structured questionnaires as well as interview guides. The questionnaires were administered by the help research assistance teachers and students. The questionnaires and interview guide were used because they allowed the respondents to give their responses in a free environment and help the researcher get information that would not have been given out was observation been used. The questionnaire were self-administered to all the respondents who were within the scope of this study. The interview guide was purposively administered to the parents and principals since they have key information on the influence of parent's participation in management of public secondary schools on academic performance in Siakago division in Embu County.

3.9 Data Analysis

The study sought to explore on influence of parent's participation in management of public secondary schools on academic performance in Siakago division in Embu County. This

objective was achieved by exploring the effectiveness of parent's participation in management of public secondary schools on academic performance in Siakago Division.

Data was collected, examined and checked for completeness and clarity. Numerical data collected using questionnaires were coded and entered and analyzed using a computer Statistical Package for Social Scientists (SPSS) programme. Frequency tables with varying percentages were used to present the findings.

The data from the interviews, on the other hand, was carefully read. Thereafter, the responses were edited for grammatical correctness, coherence, chronology and precision and presented as quotations so as to triangulate the data obtained through the administration of the close ended instruments, which was quantitative in nature. Stake (2005) describes this method of data analysis as a way of analysing data by organising it into categories on the basis of themes and concepts.

3.10 Ethical measures

This study was conducted after authorization was obtained from the education offices and officers concerned as was advised by the MoE. Ethical procedures were adhered to. Informed consent was sought from all the participants that agreed to participate. A research authorization was obtained from the Ministry of Education after approval by the UoN. The researchers personally administered the questionnaire to the teachers and students and interview the head teachers. The selected head teachers were visited in their schools and the questionnaires administered to the respondents.

Participants were informed of the confidentiality in the study so to ensure respect for the dignity of participants in the study. Their confidential information was only accessed by the researcher and the supervisor. They not are required to provide any identifying details and as such, transcripts and the final report was not to reflect the subjects identifying information such as their names, in the case they are not comfortable with it.

3.11 Operationalization of variables

This section analyses the operational definition of variables on influence of parent’s participation in management of public secondary schools on academic performance in Siakago division in Embu County. Variable are given in Table 3.2

Table 3.1: Operationalization table of variables

Objectives	Variable	Indicators	Measurement	Scale	Data collection methods	Approach of Analysis
To establish the influence of parents’ participation in decision making on students’ academic performance in Siakago division in Embu county	Decision making	Parents in school site councils, parent-teacher associations, knowledge and skills stakeholders in education	advocacy roles planning, policies, budgeting and cyclical evaluation opportunities to parents	Nominal	Questionnaires	Descriptive
To establish the influence of parents’ participation in school financing on students’ academic performance in Siakago division in Embu county	School financing	resources available school fee financing of teachers students’ personal requirements	Budget allocation School fees	Nominal	Questionnaires Interview	Descriptive
To examine the influence of parents’ participation in Motivating learners on students’ academic performance in Siakago division in Embu county	Motivating learners	Parental encouragement Act as role models discipline as a managerial function discipline as a managerial function	volunteering at school academic activities at home discipline as a managerial function	Nominal	Questioners	Descriptive
To establish the influence of parents’ participation in Maintenance of school infrastructure of schools on students’ academic performance in Siakago division in Embu county	Maintenance of school infrastructure	Providing good sanitation for school Resource availability teaching materials	Frequent volunteering Number of parent participation Resource availability	Nominal	Questioners	Descriptive

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the findings of the study. For clarity and chronology, it is arranged by the four research questions that the study sought to answer as per the objectives. In the first section, however, background information about the respondents is presented, because it might be pertinent in interpreting the data that they provided. Thus, the chapter is divided into three subsections namely, introduction, background information about the respondents and the research questions that the study sought to answer.

4.2 Instruments return rate

Relevant background information about the respondents that participated in the study relates to their gender; jurisdiction; level of educational attainment; and duration of teaching service experience, since they could influence the extent to which the respondents are knowledgeable about the variables that were involved in the study and the extent to which the data that they provided can be generalized to the population. Subsequently, information pertaining to these variables was elicited and the findings are summarized in table 4.2.

Table 4.1: Instruments Return Rate

Category	Questionnaires given out	Questionnaires returned	Percentage
Students	384	300	78
Teachers	112	100	89
TOTAL	496	400	N/A

Category	Interview guide given out	Interview guide returned	Percentage
Head teachers	10	5	50
Parents	20	10	50
TOTAL	30	15	N/A

This constituted a total of 79% response rate of which according to Mugenda Mugenda (1993) a response rate of more than 75% is sufficient for a study.

4.3 Characteristic of the Respondents

The study sought to establish the information on the teachers, students, head teachers and parents as used in the study with regards to the gender, age, academic background, duration of service, and teaching specialist. These bio data points at the respondents' appropriateness in answering the questions

4.3.1 Teachers characteristics

The study seek to outline on teachers characteristic in terms of gender, age group, teachers designation, highest professional qualification and teaching experience.

4.3.1.1 Gender distribution of Teachers

The study seek to investigate on the gender characteristic of teachers in in Siakago division in Embu County. The results are shown in table 4.2.

Table 4.2: Gender distribution of teachers

Gender	Frequency	Percentage
Male	58	58
Female	42	42
Total	100	100

The study findings in table above show that a majority of the respondent (58%) were male while 42% were female. The study findings show that the information collected to establish the influence of parents participation of public secondary schools on academic performance in Siakago division reflected perspectives from both gender.

4.3.1.2 Distribution of Teachers by Age Group

The teacher's questionnaire also elicited information on their age groups because these variables could influence their ability to supply credible information about the variables that were involved in the study. The findings on these are summarized in table 4.3.

Table 4.3: Distribution of teachers by age group

AGE-GROUP	Frequency	Percentage
Below 25 years	0	0
25-29 years	12	12
30-34years	19	19
35-39 yeas	22	22
40 years and above	47	47
	100	100.0

From the study findings, there was no respondents found to be below 25years of age, those with 25-29 years were 12%, respondents between 30-34years age bracket were 19%, those in 35-39 years brackets were 22% and 40 years and above were the majority with 47%.

4.3.1.3 Designation

The study also sought information of designation of teachers. The findings on these are summarized in table 4.4.

Table 4.4: Designation of teachers

Designation	Frequency	Percentage
Deputy head-teacher	8	8
Senior teacher	19	19
Class teacher	47	47
Teacher	26	26
Total	100	100

From the research findings, 8% of the respondents were deputy head-teachers, senior teachers were 19%, class teachers were 47% and 26% were ordinary teachers.

4.3.1.4 Highest Professional Qualification

Information was also collected in the characteristics of the teachers that were involved in the study. This information pertained to the teachers' level of educational attainment. The findings are summarized in table 4.5

Table 4.5 Academic Background

Academic background	Frequency	Percentage
PhD	8	8
Masters	32	32
Bachelor	48	48
Diploma	12	12
Total	100	100

The study findings in table 4.6 show that 48% of the respondents held their Bachelor's degree, 12% held a diploma in their education level, 12% had diploma while only 8% attained PhD degree. These findings indicate majority of teachers employed in Siakago division have attained undergraduate degree and are therefore knowledgeable enough to provide information relevant to the study.

4.3.1.5 Teaching Experience

Information was also collected in the characteristics of the teachers that were involved in the study. This information pertained to the teachers' duration of education service experience. The findings are summarized in table 4.5.

Table 4.6: Teaching Experience

Teaching experience	Frequency	Percentage
Less than 5 years	28	28
5-9 years	36	36
10-14years	24	24
15-19 years	8	8
20 years and above	2	2
Total	100	100

Interpretations from the above table indicates that 28% of teachers have been teachers for a period not less than 5 years, majority of them (36%) have been teaching between 5-9 years.

24% have been teaching for a period of between 10-14years, 8% have been teaching for a period of between 15-19 years and only 2% have managed to teach for a period exceeding 20 years and above. These findings reinforce the expectation that the data that they provided is authoritative, since they were well qualified and had stayed in their respective schools for long enough for plausible information on the study expected of them.

4.3.2 Students characteristics

The study also sought information of students characteristic. The findings on these are summarized in gender, age and class.

4.3.2.1 Gender

The study sought to establish gender characteristic of students. The findings on these is shown in table 4.7.

Table 4.7: Gender characteristic of students

Gender	Frequency	Percentage
Male	188	62.6
Female	112	37.4
Total	300	100

The study findings in table 4.7 show that a majority of the respondent (62.6%) were male while 37.4% were female.

4.3.2.2 Age

The student questionnaire also elicited information on their age groups because these variables could influence the students' ability to supply credible information about the variables that were involved in the study. The findings on these are summarized

Table 4.8: Distribution of Students by Age group

AGE-GROUP	Frequency	Percentage
15 and below	102	34
16-18 years	141	47
18 years and above	57	19
Total	300	100

The findings in the table above reveal that the students who participated in the study, 34% were 15 years and below, 47% of them were aged between 16 and 18 years and 19% were 18 years and above. This suggests that the information that they provided is reliable since plausible reasoning can be expected of students of these age brackets. This means that the conclusions of the study are to be trusted.

4.3.2.3 Class

Student class was also sought in this study in an attempt to determine consistency of academic performance. The table 4.9 shows the study findings.

Table 4.9: Class

Class	Frequency	Percentage
Form one	36	12.8
Form two	76	27
Form three	70	24
Form four	118	39.6
Total	300	100

From the study 12.8% of the respondents were form ones, 27% were form twos, 24% were form threes and 39.6% were form fours.

4.3.3 Head teachers characteristics

The study also sought information of head teacher characteristic. The findings on these are summarized in gender, age and professional qualification.

4.3.3.1 Gender distribution of Head teachers

The study seek to investigate on the gender characteristic of head teachers in in Siakago division in Embu County. The results are shown in table 4.10.

Table 4.10: Gender distribution of Head teachers

Gender	Frequency	Percentage
Male	3	60
Female	2	40
Total	5	100

The study findings in table above show that a majority of the respondent (60%) were male while 40% were female. The study findings show that the information collected to establish the influence of parents participation of public secondary schools on academic performance in Siakago division reflected perspectives from both gender.

4.3.3.2 Age

The study seeks to investigate on the age distribution of Head teachers, which the results is shown in table 4.11

Table 4.11: Age distribution of Head teachers

Age (Years)	Frequency	Percentage
31-40	1	20
41-50	2	40
50 and above	2	40
Total	5	100

The study findings in the table above show that a majority of the respondent (combined total of 80%) were aged between 41 years and above, only 20% were aged 31-40 years. The findings reveal that most of the respondents were of the ages above 41 years and therefore had rich experiences which rendered them conversant enough with the topic of the study.

4.3.3.3 Professional qualification

Information was also collected in the characteristics of the head teachers that were involved in the study. This information pertained to their level of educational attainment. The findings are summarized in table 4.12

Table 4.12 Academic Background of Head teachers

Academic background	Frequency	Percentage
Diploma	0	0
Degree	3	60
Post graduate	2	40
Total	5	100

The study findings in the table above show that 60% of the respondents held their Bachelor degree and 40% were post graduates. These findings indicate majority of head teachers employed in Siakago division have attained undergraduate degree and are therefore knowledgeable enough to provide information relevant to the study.

4.3.4 Parents

The study also sought information of parent characteristic. The findings on these are summarized in gender, age and academic qualification.

4.3.4.1 Gender distribution of parents

The study seek to investigate on the gender distribution of parents in Siakago division in Embu County. The results are shown in table 4.13.

Table 4.13: Gender distribution of parents

Gender	Frequency	Percentage
Male	6	60
Female	4	40
Total	10	100

The study findings in table above show that a majority of the respondent (60%) were male while 40% were female. The study findings show that the information collected to establish the influence of parents participation of public secondary schools on academic performance in Siakago division reflected perspectives from both gender.

4.3.4.2 Age

The parents were requested to reveal their age groups because these variables could influence their ability to supply credible information about the variables that were involved in the study. The findings on these are summarized in table 4.14

Table 4.14: Distribution of parents by age group

Age (Years)	Frequency	Percentage
31-40	2	20
41-50	4	40
50 and above	4	40
Total	10	100

From the study findings, 20% of parents were between the ages of 31-40, 40% had attained between 41-50 years and another 40% were 50 years and above.

4.3.4.3 Academic qualification

Information was also collected in the characteristics of parents that were involved in the study. This information pertained to their level of educational attainment. The findings are summarized in table 4.15

Table 4.15 Academic Background of parents

Academic background	Frequency	Percentage
Primary Education	0	0
Secondary Education	4	40
Diploma	2	20
Degree	3	30
Post graduate	1	10
Total	10	100

The study findings in the table 4.15 show that 40% of the respondents had secondary education, 20% were diploma holders, 30% were degree graduates and 10% attained post

graduate degree. These findings indicate majority of parents are therefore knowledgeable enough to provide information relevant to the study.

4.4 Parents’ Participation in Decision Making of students’ Academic Performance by teachers

The study is aimed at establishing the influence of parents’ participation in decision making on students’ academic performance in Siakago division in Embu County. This was rated with a degree of agreement or disagreements i.e. strongly agree (SA), Agree (A), Neither (N), Disagree (D), and Strongly Disagree (SDA).

Table 4.16: Teachers view on parents’ participation in Decision Making of students’ Academic Performance

Decision Making	Mean	Standard deviation
Most parents aspire that their daughter get married immediately after primary schools	3.5	0.71611
Parents encourage their daughters to assist in domestic chores after school	4.5	0.71611
Most parents encourage their sons to help in domestic chores after school.	4.625	0.49029
Advocacy roles for fortifying links between schools and parents	3.5	0.71611
Most parents give gifts to their children when they perform well in the examination.	3.5	0.71611
Most students participate actively during my lessons.	4.5	0.71611

Teachers view on the above statements were sought, and on statement on whether parents aspire their daughter get married immediately after primary schools, parents encourage their daughters to assist in domestic chores after school, parents encourage their sons to help in domestic chores after school were all strongly disagreed with a mean above 3.0. Advocacy roles for fortifying links between schools and parents, parents giving gifts to their children

when they perform well in the examination and whether students participate actively during lessons were all strongly agreed.

Table 4.17: Students view on parents’ participation in decision making of students’ academic performance

Decision Making	Mean	Standard deviation
My parents aspire me to get married immediately after primary schools	3.0	0.5
My parents encourage me to assist in domestic chores after school	2.1	0.9732
Advocacy roles for fortifying links between schools and parents	3.2	0.4320
My parents give me gifts when I perform well in the examination.	3.0435	0.8763

Student’s views on the above statements were sought as follows; on the statements of parents aspiring their daughters to get married immediately after primary schools and parents encouraging their children to assist in domestic chores after school were strongly disagreed with a mean above 3.0. On advocacy roles for fortifying links between schools and parents and parents giving gifts to their children when they perform well in the examination were strongly agreed with a mean of 3.2 and 3.0 respectively.

Interviewee’s opinion on this objective pointed out that parental participation in decision-making, when it is comprehensive program involving parents in learning support activities as well, is associated with improved student outcomes. Parent and community involvement in decision-making may also help make schools more accountable to the community. Parental participation in school decision-making may be strengthened by including parents in school site councils, parent-teacher associations, and other committees. Outcomes from type five activities include the benefits of policies that are enacted on behalf of students. Students are also likely to become aware of family representation in school decisions. Parents are expected

to develop opportunities for input, feelings of ownership, an understanding of policies, and a sense of connection with other families.

4.5 Parents’ Participation in School Financing and Academic Performance

The study in this part aimed at identifying the factors influencing Parents’ Participation in financing and academic performance. The factors were rated with a degree of agreement or disagreements i.e. strongly agree (SA), Agree (A), Neither (N), Disagree (D), and Strongly Disagree (SDA).

Table 4.18: Response by teachers on parents’ participation in school financing and academic performance

Parental Involvement in School Financing	Mean	Standard deviation
Parents/ guardians pay fees in instalments	3.2	0.5
Parents/ guardians pay school fees late	3.0	0.438
Parents/guardians always provide students with scholastic materials necessary at school	3.2	0.5

On the above statements, respondents agreed that most parents/ guardians pay fees in instalments and parents/guardians always provide students with scholastic materials necessary at school were agreed to a great extent with a mean above 3.0, while the statement on parents/ guardians pay school fees late was moderately agreed with majority of teachers disagreeing on the statement.

Table 4.19: Response by students on parents’ participation in school financing and academic performance

Parental Involvement in School Financing	Mean	Standard deviation
Sometimes I don’t go to school in order to help my parents acquire my school fees	3.0	0.3
My parents/ guardians pay my fees in instalments	3.1	0.5
My parents/ guardians pay my school fees late	3.0	0.438
My parents/guardians always provide me with scholastic materials necessary at school	3.3	0.5

Student’s views was also sought on parents’ participation in school financing, on the statement on whether students don’t go to school in order to help their parents acquire school fees and whether parents/ guardians pay school fees late were strongly disagreed. On the statement of parents/ guardians pay my fees in instalments and parents/guardians providing students with scholastic materials necessary at school were agreed to some extent although with a mean above 2.5, the standard deviation also support the findings due to the small margins.

Key informants argued that parents have a role to play in the making of these resources available, since they are expected to contribute towards the preparation of their children for academic excellence. For instance they are required to bring students to school on time, provide scholastic materials and may be required to fund services offered to polish their children at school if this is agreed upon. Parents’ participation in financing not only focuses on school fees but may also include students’ personal requirements that enable them acquire education easily. These include clothing, sanitary pads for girls, note books and proper medication when they fall sick both at home and at school.

4.6 Parents' Participation in Motivating learners on Students' Academic Performance

The study in this part aimed at identifying the factors influencing Parents' Participation in Motivating learners on Students' Academic Performance. The factors were rated with a degree of agreement or disagreements i.e. strongly agree (SA), Agree (A), Neither (N), Disagree (D), and Strongly Disagree (SDA).

Table 4.20: Parents' Participation in Motivating learners by teachers

Parents' Participation in Motivating learners	Mean	Standard deviation
Most students complete their homework	3.5	0.71611
Most parents assist their children in doing homework	4.125	0.60712
Most parents provide extra learning materials i.e. textbooks e.t.c other than the recommended ones for their children	3.300	0.7161
Most students fail to attend school to help their parents at home	3.5	0.71611
Most parents aspire that their children proceed with their education to secondary school.	4.5	0.71611
Most parents encourage their children to venture into business after primary school	4.625	0.49029

The researcher inquired to the respondents' parental involvement on the basis of different assumptions that might vary academic achievement of children with respect to the variation of parents' involvement in their children's academic activities. The obtained responses regarding the aggregate percentage in examination of classes given in the table above which revealed that; Most students complete their homework, most parents assist their children in doing homework, most parents provide extra learning materials i.e. textbooks e.t.c other than the recommended ones for their children, most parents aspire that their children proceed with their education to secondary school, most parents encourage their children to work hard in school and perform well, Most parents give gifts to their children when they perform well in

the examination all these statements were agreed with response rate above 3.0. However, the respondents strongly disagreed on the statement that most parents encourage their sons to help in domestic chores after school. All the above responses were agreed with a mean above 3.0, the standard deviation also supported the findings due to the low numbers.

Table 4.21: Students view on parents’ participation in motivating learners

Parents’ Participation in Motivating learners	Mean	Standard deviation
My parents /guardians know the school rules and regulations of my school	3.5	0.71611
My parents /guardians regularly check my school work both at home and at school	4.5	0.71611
Best practices where parents participate in improving students’ academic performance in your school.	4.625	0.49029

Regarding objective of motivating learners, student’s opinion was sought and on the statement that; parents /guardians know the school rules and regulations of the school, parents /guardians regularly check student’s school work both at home and at school and best practices where parents participate in improving students’ academic performance in school were all agreed to a very high extent with a mean above 3.0.

Interviewee’s point of view argued that parental encouragement by helping and guiding the child and coaxing him/her not to feel disheartened at a particular point of difficulty. Greater accountability and demands for children to achieve peak academic performance, schools and parents should be formed partnerships and share responsibilities for children’s education in more structured ways. The finding that indicates that there is a relationship between parental involvement in the management of students’ discipline and their academic performance is apparently attributable to the fact that both in the poor and better performing schools parents were involved in the management of students’ discipline and, indeed, student discipline was reported to be good.

4.8 Parents' Participation in Maintenance of school infrastructure

On this part of the study, respondents were asked to indicate their level of agreement on the variable in table 4.22.

Table 4.22: Teachers view on parents' participation in maintenance of school infrastructure

Maintenance of school infrastructure	Mean	Standard deviation
Parents' Participation in ensuring that Maintenance of school infrastructure in schools and a conducive environment is good for learning activities	3.400	0.3
School buildings are swept, floors and furniture scrubbed of dust on daily basis.	3.2	0.5
Most parent ensure that electrical sockets and lamp holders as well as the wiring in the learning facilities are in good condition.	3.0	0.438
parents role in school plant landscaping in ensuring they are maintained regularly	3.4554	0.6443
Parents ensure refuse and sewage are regularly disposed in order to maintain a healthy and clean school environment.	3.2	0.3482

Respondents were asked to respond to the following statements; Parents' Participation in ensuring that Maintenance of school infrastructure in schools and a conducive environment is good for learning activities; School buildings are swept, floors and furniture scrubbed of dust on daily basis; Most parent ensure that electrical sockets and lamp holders as well as the wiring in the learning facilities are in good condition; parents role in school plant landscaping in ensuring they are maintained regularly and parents ensure refuse and sewage are regularly disposed in order to maintain a healthy and clean school environment were agreed to a very high extent with a mean above 3.0.

Table 4.23: Students view on parents’ participation in maintenance of school infrastructure

Maintenance of school infrastructure	Mean	Standard deviation
Parents’ Participation in ensuring that Maintenance of school infrastructure in schools and a conducive environment is good for learning activities	3.1863	0.7833
School buildings are swept, floors and furniture scrubbed of dust on daily basis.	3.0	0.85
Most parent ensure that electrical sockets and lamp holders as well as the wiring in the learning facilities are in good condition.	3.4230	0.8765
parents role in school plant landscaping in ensuring they are maintained regularly	3.5	0.4225
Parents ensure refuse and sewage are regularly disposed in order to maintain a healthy and clean school environment.	3.2	0.5

Respondents were asked to respond to the following statements; Parents’ Participation in ensuring that Maintenance of school infrastructure in schools and a conducive environment is good for learning activities; School buildings are swept, floors and furniture scrubbed of dust on daily basis; Most parent ensure that electrical sockets and lamp holders as well as the wiring in the learning facilities are in good condition; parents role in school plant landscaping in ensuring they are maintained regularly and parents ensure refuse and sewage are regularly disposed in order to maintain a healthy and clean school environment were agreed to a very high extent with a mean above 3.0.

Interviewee’s opinion on parents’ participation in maintenance of school infrastructure was found to be play a vital role in academic performance. The school infrastructure which includes: buildings, science laboratories, play grounds, and school compound were found to play an important role in facilitating academic achievement in schools.

CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND
RECOMMENDATIONS

5.1 Introduction

In this chapter, the findings of the study are discussed after which conclusions and recommendations are drawn.

5.2 Summary of findings

The findings of the study revealed that parents are involved in supporting school related activities through proving school fees and scholastic materials; disciplining their children and providing them with moral support. In this way, the study concurs with Epstein and Sanders (2002) and Lariau (2006) in their observations that the parents complement the work of schools through providing their children (in schools) with the materials and support that they need to learn well.

Table 5.1: Summary of findings

Objectives	Main findings
Influence of parents' participation in decision making on students' academic performance in Siakago division in Embu county.	Findings of the study indicates that although the parents are involved in supporting their children's school education in some ways, generally speaking, they are not involved in the management of these schools. This means that, in discussing parental involvement in schools and their performance in Siakago Division, focus should be shifted from asking as to whether parents have been involved in supporting school activities to asking as to how they have been involved and, ultimately, why they have not been involved in the management of these schools.

Influence of parents' participation in school financing on students' academic performance in Siakago division in Embu county.

Findings of the study indicate, it is possible to have good student discipline and yet a school fails to achieve impressive academic performance. This means that even though focus on student discipline is important just as suggested by Okumbe (2008); Cotton and Wikelund (2006) among others, educationists should also focus on the other factors that could underlie the students' academic performance. Among such factors, this study finds the availability of sufficient financial resources to the schools and parental involvement in the schools' financial management as is discussed in the foregoing subsection.

The influence of parents' participation in motivating learners on students' academic performance

The study found out that parents' participation in the motivation of their children is related to students' performance. This is because both poor and better schools in terms of performance participated in the study and agreed that they participated in the management of their children's motivation. To this end therefore, the study observed that parent's motivation had a major influence on their academic performance.

Influence of parents' participation in Maintenance of school infrastructure of schools on students' academic performance in Siakago division in Embu county

The findings of the study were that some of the parents provide the facilitation that their children need albeit in installments, which appears to connote a commitment to supporting the children's school education but that is constrained by the lack of sufficient capacity to do so. Parents' Participation in ensuring that Maintenance of school infrastructure in

schools and a conducive environment is good for learning activities; School buildings are swept, floors and furniture scrubbed of dust on daily basis; Most parent ensure that electrical sockets and lamp holders as well as the wiring in the learning facilities are in good condition

5.3 Discussions

The findings of the study revealed that parents are involved in supporting school related activities through proving school fees and scholastic materials; disciplining their children and providing them with moral support. Besides the issue of parents supporting their children in school per se, however, is the issue of parental participation in the management of the schools that their children attend. It is in this regard that the findings of the study depart from the findings of earlier researchers into parental participation in schools and its implications for school effectiveness. Specifically, critical consideration of the findings of the study indicates that although the parents are involved in supporting their children's school education in some ways, generally speaking, they are not involved in the management of these schools. At the least, some of the data collected indicated that parents are represented in the school management committees like Parents' Teachers' Associations and Boards of Governors but even then, the school managers prominently deemphasized the contribution of the parents that are appointed to these committees, which further brings to question the role of parents in the management of their children's schools.

As such, the study established that although parents in Siakago Division have been involved in supporting the education of their children, they have not done so in ways that are similar to those enumerated by Nancy and Lorraine (2004). This emphasizes volunteering at school, communicating with teachers and other school personnel, assisting in academic activities at home and attending school events, with which they associate reciprocal benefits for the schools and for the parents and, ultimately, good academic performance. This means that, in

discussing parental involvement in schools and their performance in Siakago Division, focus should be shifted from asking as to whether parents have been involved in supporting school activities to asking as to how they have been involved and, ultimately, why they have not been involved in the management of these schools. To this end, the findings of the study are extending the discussion on parental involvement in schools and the schools' performance. Specifically, on top of affirming relationship between the involvement of parents in supporting schools and the schools' academic performance, the findings of the study are moving the foci of the discussion from sheer involvement to giving attention to the ways in which parents are involved and why.

Looked at broadly, and in the context of the study, which was concerned with the effect of parental involvement in school activities and its relationship with the academic performance of these schools, the findings of the study introduce a new dimension to the debate on parental involvement in schools in Siakago Division. Hitherto, the focus has been on the influence parents and why they are not fully involved in school management despite the fact that such involvement could enhance school effectiveness and, subsequently, academic performance (Adongo, 2006; and Babirye, 2006). Nevertheless, the study has highlighted the need for the schools to also examine themselves, specifically looking at what they could do to enhance parental involvement in their management.

Moreover, in settings where many parents may not have undergone formal education themselves like Siakago Division, the parents may need special encouragement to be able to take up explicit roles in school management. In particular, the finding that parents in Siakago Division are playing some roles in support of their children's education but are not as active in the management of the schools points to the chance that they are willing but unable to participate when it comes to the management of the schools. This means that rather than castigate parents for noninvolvement in the management of their children's schools, it should be understood as to why the parents are not involved in school management.

The question pertaining to the effect of parents' participation in the financing of schools on the schools' academic performance was raised because the availability of financial resources is usually key to school effectiveness yet several issues were not known about parents' involvement in the financing and academic performance of schools in Siakago Division. The question pertaining to the influence of parents' participation in the financing of schools on the schools' academic performance was raised because the availability of financial resources is usually key to school effectiveness yet several issues were not known about parents' involvement in the financing and academic performance of schools in Siakago Division. This was despite the fact that Ssekamwa (1997) had already observed that since the Second World War, parents have been the most important source of school finances, meaning that in settings where academic performance is unimpressive, it is important to understand the contribution of the degree of the relevant parents' support to this unimpressive performance.

The findings of the study established that parental involvement in school financing is unsatisfactory. This is why the schools are inadequately facilitated hence their poor academic performance. In particular, the study established that besides being uninvolved in the various fundraising activities of their schools, many of the parents do not even meet their children's financial obligations. They also do not provide them with the scholastic materials that they need to learn effectively. In this regard, the findings of the study are in concurrence with the observation of Musisi (1996) that educational institutions in the third world countries experienced a state of crisis due to the unavailability of the financial resources that are necessitated for them to be run effectively.

In this way, the study brings to question the presumption by the Government that continued parental involvement in school management would reduce the schools' financial impoverishment. Specifically, the study indicates that, in Siakago Division, not much funding has been raised by schools from the parents in the area of financial resources. This has had consequences for the academic performance of the schools, which is in concurrence with Ssonko (2001), who notes that even if the teachers and students are very good, the absence of financial resources and subsequent inadequacies of scholastic materials could

impinge on academic performance. In this way, the study suggests that in the case of Siakago Division, Parents' Teachers' Associations may not play the role of financing schools as they have done in many other settings

When interpreted broadly, the study leads to conclusions that have implications for the role of schools and the government in the financing of schools in Siakago Division. First, it is to be noted that, generally speaking, Siakago Division is underdeveloped and poverty is widespread (among the parents of secondary school students). Second, the findings of the study were that some of the parents provide the facilitation that their children need albeit in installments, which appears to connote a commitment to supporting the children's school education but that is constrained by the lack of sufficient capacity to do so. Rather, the study concurs with Nancy and Lorraine (2004) who rightly observe that impoverished families are less likely to be involved in financing their children's schooling than wealthier families, and schools in impoverished communities are less likely to promote parental participation in school management, which is in agreement with Argawal (1985) who notes that the education is a mirror of society and the educational institution is society in miniature.

Nevertheless, the goodwill of the parents to support the schools financially notwithstanding, it cannot support the schools unless it translates into the availability of financial resources for the schools to meet their requirements. In the context of the study, this implies that alternative means of financing the schools in Siakago Division should be devised by the schools and the government, since the parents, who are usually the key financiers of education are without much capacity to do so even though they may be willing to do so. To this end, the study suggests that there is need for the schools to undertake alternative means of school financing and for the government to extend support to the schools through such measures as the extension of free Secondary Education to all schools in the country.

The study addressed itself to the involvement of parents in the management of students' discipline and its effect on the students' academic performance because discipline is an important aspect for an orderly and ideal learning situation. Specifically, the question of

whether parents are involved in the management of the students' discipline and whether this has influenced the schools' performance in any way arose. The study established that parents are involved in the disciplining of the students, as is reflected in the finding that the parents are involved in the management of the students' discipline both at home and when they are invited at school over discipline related matters. This suggests that most of the parents take the discipline of their children as seriously as is advocated for by Okumbe (1998) and Cotton (2006) cited by Nancy et al (2004). Indeed, many of the teachers and school administrators that participated in the study were positive about the discipline of their students.

However, relationship was not found to exist between parental involvement in the management of students' discipline and the students' academic performance. Though this could suggest that, in this regard, the findings of the study do not confirm the applicability of the finding by Grolnick and Slowiaczek, (1994) as quoted by Nancy et al (2004) that parental involvement in the management of students' discipline leads to good academic performance, critical consideration of the results of the study indicates that this is not the case. This is especially when the methodology that was followed in conducting the study is taken into account. Specifically, the finding that there is no relationship between parental involvement in the management of students' discipline and their academic performance is apparently attributable to the fact that both in the poor and better performing schools parents were involved in the management of students' discipline and, indeed, student discipline was reported to be good.

It was, therefore, concluded from the study that students' discipline, let alone parental involvement in its management, are not enough in the enhancement of good academic performance, since, as the findings of the study indicate, it is possible to have good student discipline and yet a school fails to achieve impressive academic performance. This means that even though focus on student discipline is important just as suggested by Okumbe (1998); Cotton and Wikelund (2006) among others, educationists should also focus on the other factors that could underlie the students' academic performance. Among such factors,

this study finds the availability of sufficient financial resources to the schools and parental involvement in the schools' financial management as is discussed in the foregoing subsection. And in the context of the study, which was concerned with Siakago Division, the study indicates that the problem with regard to parental involvement in school management does not relate to the management of students' discipline but to the availability of the resources necessitated in the pursuit of good academic performance.

5.4 Conclusion of the study

The study made the following conclusions; Parents have a role to play in the decision making of these resources available in schools, since they are expected to contribute towards the preparation of their children for academic excellence.. Besides the issue of parents supporting their children in school, however, is the issue of parental participation in the management of the schools that their children attend. It is in this regard that the findings of the study depart from the findings of earlier researchers into parental participation in schools and its implications for school effectiveness. Specifically, critical consideration of the findings of the study indicates that although the parents are involved in supporting their children's school education in some ways, generally speaking, they are not involved in the management of these schools. At the least, some of the data collected indicated that parents are represented in the school management committees like Parents' Teachers' Associations and Boards of Governors but even then, the school managers prominently deemphasized the contribution of the parents that are appointed to these committees, which further brings to question the role of parents in the management of their children's schools. Moreover, in settings where many parents may not have undergone formal education themselves like Siakago Division, the parents may need special encouragement to be able to take up explicit roles in school management. In particular, the finding that parents in Siakago Division are playing some roles in support of their children's education but are not as active in the management of the schools points to the chance that they are willing but unable to participate when it comes to the management of the schools. This means that rather than castigate parents for noninvolvement in the management of their children's schools, it should be understood as to why the parents are not involved in school management.

The question pertaining to the influence of parents' participation in the financing of schools on the schools' academic performance was raised because the availability of financial resources is usually key to school effectiveness yet several issues were not known about parents' involvement in the financing and academic performance of schools in Siakago Division. The question pertaining to the influence of parents' participation in the financing of schools on the schools' academic performance was raised because the availability of financial resources is usually key to school effectiveness yet several issues were not known about parents' involvement in the financing and academic performance of schools in Siakago Division.

The study addressed itself to the involvement of parents in motivation of students' discipline and its influence on the students' academic performance because performance is an important aspect for an orderly and ideal learning situation. Specifically, the question of whether parents are involved in motivation of the students' discipline and whether this has influenced the schools' performance in any way arose. Parental encouragement is assumed that parents show by helping and guiding the child and coaxing him/her not to feel disheartened at a particular point of difficulty. The study established that parents are involved in the motivation of the students, as is reflected in the finding that the parents are involved in the management of the students' discipline and good performance both at home and when they are invited at school over discipline related matters.

The school infrastructure which includes: buildings, science laboratories, play grounds, and school compound were found to play an important role in facilitating academic achievement in schools. The school infrastructure which includes: buildings, science laboratories, play grounds, and school compound were found to play an important role in facilitating academic achievement in schools. Other important resources in teaching and learning were found to be textbooks, charts, posters, library and computers. The most commonly used resource was found to be the textbooks some of which, according to a monitoring report, have shallow content, contradictory information, and too much unnecessary content and factual errors.

5.5 Recommendations

The study made the following recommendations:

1. Government should make a policy directing parents to participate in the management of these schools (on top of supporting the children in the ways that they were found to be supporting them). On the other hand parents should make it possible for them to do so.
2. This could be done through encouraging the parents to take up specific roles in school management and indicating the values of their involvement in school management let alone making it possible for them to participate in school managerial activities through conducting the managerial functions in which they are involved in ways and in modes of communication that the parents comfortably understand.
3. Since the parents are not in a good position to offer satisfactory financial support to the schools, the Ministry of Education could extend Universal Secondary Education (USE) to more schools so as to ensure that more schools in Siakago Division are supported by the subsidy that the programme offers.
4. It is also recommended that the managers of the schools in Siakago Division devise non-tuition related means of financing their schools, since the parents do not have sufficient capacity to support their children's education satisfactorily. This could be done through the undertaking of income generating projects and attraction of donations, which could ensure that the managers of the schools are able to top up the fees collected from the students and be in a better position to achieve good results.
5. On top of focusing on ensuring good student discipline, the managers of the secondary schools in Siakago Division, as well as the parents of their students, also pay attention to the other variables that could influence the academic performance of the students.

5.6 Suggestion for Further Research

The Suggestion for Further Research is that;

1. A study should be conducted on ways through which the secondary schools in Siakago Division can implement income generating projects and how they could

attract grants, so as to supplement their incomes from school fees, which are inadequate.

2. A study of the same should be conducted in a different area to compare the results

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APPENDICES

Appendix I: Letter of Introduction to the Respondents

Kenneth Muriithi Kibandi

University of Nairobi,

School of Distance and Continuing Education,

P.O Box 30197,

Nairobi.

Dear Respondents,

RE: INFLUENCE OF PARENTS PARTICIPATION IN MANAGEMENT OF PUBLIC SECONDARY SCHOOLS ON ACADEMIC PERFORMANCE IN SIAKAGO DIVISION IN EMBU COUNTY

I am a Masters student at the University of Nairobi, School of Distance and Continuing Education. In partial fulfillment of the requirement for Master of Arts in Project Planning and Management, I am conducting a survey on the influence of parent's participation in management of public secondary schools on academic performance in Siakago division in Embu County

I'm kindly requesting you to respond to the questionnaire attached as honestly as possible. The questionnaires are meant for this research only and your identity will remain anonymous in the final report. To ensure this, no name of the respondent will be written on the questionnaire. I look forward to your honest participation.

Thank you in anticipation.

Yours faithfully,

Kenneth Muriithi Kibandi

Appendix II: Questionnaire for Teachers

School----- Zone.....

Section A: Background information

1. Gender: Female Male

2. Age:

a) Below 25 years

b) 25-29 years

c) 30-34years

d) 35-39 yeas

e) 40 years and above

3. Designation;

a) Deputy head-teacher

b) Senior teacher

c) Class teacher

d) Teacher

4. What is your highest professional qualification?

PhD ()

Masters ()

Bachelor ()

Diploma ()

5. What is your teaching experience to date?

a) Less than 5 years

b) 5-9 years

c) 10-14years

d) 15-19 years

e) 20 years and above

Section B: Parents’ Participation in Decision Making and Academic Performance

Please tick (√) against the word or sentence that is most applicable to you.

Key: 5- strongly agree 4 – Agree 3- undecided 2- Disagree 1-strongly disagree

Decision Making					
Most parents aspire that their daughter get married immediately after primary schools					
Parents encourage their daughters to assist in domestic chores after school					
Most parents encourage their sons to help in domestic chores after school.					
Advocacy roles for fortifying links between schools and parents					
Most parents give gifts to their children when they perform well in the examination.					
Most students participate actively during my lessons.					

Section C: Parental Involvement in School Financing

	5	4	3	2	1
Parents/ guardians pay fees in instalments					
Parents/ guardians pay school fees late					
Parents/guardians always provide students with scholastic materials necessary at school					

Section D: Parents’ Participation in motivating learners on Students’ Academic Performance

Please tick (√) against the word or sentence that is most applicable to you.

Key: 5- strongly agree 4 – Agree 3- undecided 2- Disagree 1-strongly disagree

	5	4	3	2	1
Most students complete their homework					

Most parents assist their children in doing homework					
Most parents provide extra learning materials i.e. textbooks etc other than the recommended ones for their children					
Most students fail to attend school to help their parents at home					
Most parents aspire that their children proceed with their education to secondary school.					
Most parents encourage their children to venture into business after primary school					

Section E: Parents’ Participation in Maintenance of school infrastructure and Academic Performance

Please tick (√) against the word or sentence that is most applicable to you.

Key: 5- strongly agree 4 – Agree 3- undecided 2- Disagree 1-strongly disagree

Maintenance of school infrastructure					
Parents’ Participation in ensuring that Maintenance of school infrastructure in schools and a conducive environment is good for learning activities					
School buildings are swept, floors and furniture scrubbed of dust on daily basis.					
Most parent ensure that electrical sockets and lamp holders as well as the wiring in the learning facilities are in good condition.					
parents role in school plant landscaping in ensuring they are maintained regularly					
Parents ensure refuse and sewage are regularly disposed in order to maintain a healthy and clean school environment.					

Appendix III: Questionnaire for Students

School.....

class.....

Section A: Background information

Instruction; please circle the appropriate choice or write in the space provided

1. Gender: (a) Male (b) Female
2. Age
3. Class.....

Please tick (√) against the word or sentence that is most applicable to you.

Key: 5- strongly agree 4 – Agree 3- undecided 2- Disagree 1-strongly disagree

Section C: Parents’ Participation in Decision Making and Academic Performance

Decision Making					
My parents aspire me to get married immediately after primary schools					
My parents encourage me to assist in domestic chores after school					
Advocacy roles for fortifying links between schools and parents					
My parents give me gifts when I perform well in the examination.					

Section D: Parental Involvement in School Financing

Parental Involvement in School Financing	5	4	3	2	1
Sometimes I don’t go to school in order to help my parents acquire my school fees					
My parents/ guardians pay my fees in instalments					
My parents/ guardians pay my school fees late					
My parents/guardians always provide me with scholastic materials necessary at school					

Section D: Parental Involvement in the motivation of students’ academic performance

Motivation of students’ academic performance					
My parents /guardians know the school rules and regulations of my school					
My parents /guardians regularly check my school work both at home and at school					
How best may parents participate in improving students’ academic performance in your school					

Section E: Parents’ Participation in Maintenance of school infrastructure and Academic Performance

Please tick (√) against the word or sentence that is most applicable to you.

Key: 5- strongly agree 4 – Agree 3- undecided 2- Disagree 1-strongly disagree

Maintenance of school infrastructure					
Parents’ Participation in ensuring that Maintenance of school infrastructure in schools and a conducive environment is good for learning activities					
School buildings are swept, floors and furniture scrubbed of dust on daily basis.					
Most parent ensure that electrical sockets and lamp holders as well as the wiring in the learning facilities are in good condition.					
parents role in school plant landscaping in ensuring they are maintained regularly					
Parents ensure refuse and sewage are regularly disposed in order to maintain a healthy and clean school environment.					

