

**THE INFLUENCE OF PARENTAL INVOLVEMENT ON STUDENTS' ACADEMIC  
PERFORMANCE IN ENGLISH LANGUAGE AMONG SECONDARY SCHOOL STUDENTS  
IN LIKUYANI SUB-COUNTY, KAKAMEGA COUNTY**

**BY**

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**2013**

**DECLARATION**

**DECLARATION BY THE STUDENT**

This research proposal is my original work and has not been presented for a degree or diploma in any other University.

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Date

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**DECLARATION BY THE SUPERVISOR**

This research proposal has been submitted for examination with my approval as University Supervisor.

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**DEDICATION**

To my late father, John Ashira Amunga, whose ailment and death during the time I was undertaking my PGDE course virtually paralysed me. Dad, am sure we shall meet on the beautiful shore.

## **ACKNOWLEDGEMENTS**

I wish to thank my colleagues, Mrs. Kituzi R., Mrs. Imbuye B. and Mrs. Simidi V. for their encouragement and support. When I was feeling like all was lost, they helped me pick up the broken pieces and feel whole again. I am also greatly indebted to Mr.Momanyi J., and my supervisor Dr. Ann Aseeey for their dedication to reading and rectifying my work tirelessly and guiding me in the course of writing. God Bless you. I am also very grateful to the University of Nairobi for granting me the chance to complete my Post Graduate Diploma in Education course. My other regards go to my loving husband Fred, for his support emotionally and financially.

## ABSTRACT

The purpose of this study was to establish any form of parental involvement and to investigate the influence on the students' academic performance in English language. The study sought to establish whether or not students whose parents are actively involved in their education perform better in English language. The objectives of the study were to investigate parental involvement in the students' education and to establish the relationship between parental involvement and academic performance in English language. The study was advanced by a theoretical framework based on the social learning theory by Bandura (1977), which emphasizes on behaviour modelling exemplified by parents of the child. The study employed a causal comparative research (ex-post-facto) design. Simple random sampling techniques were used to obtain the sample for study. Data for the study was collected from 54 students from four secondary schools in Likuyani Sub County using a students' questionnaire. Data was analysed using both descriptive and inferential statistics. Data analysis revealed that parental involvement has significant impact on the academic performance in English language among secondary school students. The findings are important in that they underscore the importance of the involvement of the parent. Parents should be made to realise that they play an important role in ensuring that their children perform well by way of providing scholastic needs and also by supporting school organized activities and showing interest in their children's academic activities. The study found out that most of the students (77.7%) were actively supported by their parents in providing for their academic needs. Parental involvement, according to this study, significantly impacted on students' academic performance in English language.

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**LIST OF ACRONYMS**

**AU** - African Union

**ILO** - International Labour Organisation

**KNEC** – Kenya National Examination Council

**UN** - United Nations

**WHO** - World Health Organisation

## **CHAPTER ONE**

### **INTRODUCTION OF THE STUDY**

#### **1.0 Introduction**

This chapter examines the background information to the problem, the statement of the research problem, purpose of study, objective of study, the research questions, the study hypotheses, the theoretical framework, the assumptions, significance and scope of the study, the limitations of the study, variables and definition of the terms used in the study.

#### **1.1 Background to the Study**

For more than a decade, there has been public concern about the falling standards of both written and spoken English internationally. This has mainly resulted from the important position occupied by the English language. It is an international language and it is one of the leading media for communication in international forums organised by bodies such as the African Union (AU), United Nations (UN), the World Health Organisation (WHO) and the International Labour Organisation (ILO).

The Kenya National Examination Council (KNEC) uses English as a medium of communication in examinations except for language subjects other than English or as otherwise specified in the rubric of the question paper (KNEC, 1989). A learner who is not fluent in English will be greatly disadvantaged in other subjects taught across the curriculum (Bishop, 1984). Moreover, selection into employment in most cases has competence in English as a prerequisite.

Prompted by the public concern about the falling standards of the English language a number of studies have been undertaken to investigate factors related to low achievement in the subject in public examinations (Perren, 1969; Omulando, 1979; Karanga, 1984; Khaemba, 1986).

According to Njihia (2009), flawed government policies have allowed those who have failed in core subjects to train as teachers. In the 1990s, the government lowered the admission points to teacher training colleges to a minimum of grade D+. Most of the students with these grades scored in English and mathematics grade D-, meaning that they trained teachers who had failed in crucial subjects. The widespread use of “sheng” – slang comprising English, Kiswahili and Local language words - among the youth, poor reading culture among Kenyans and even parental involvement are closely related to performance in English Language. These factors have permeated into our schools and students find it difficult to master and use English language in their daily lives.

This research investigated whether there is a relationship between parental involvement and academic performance in English language among students in secondary schools in Likuyani Sub-County, Lugari Sub-County in Kakamega County.

## **1.2 Statement of the problem**

The analysis of the Kenya certificate of secondary education (KCSE) results of the past three years indicate that performance in English language is poor (see table 1). for instance in 2011, out of 1965 candidates who enrolled for this examination only 582 (26.9 %) obtained a grade of c+ and above. in 2010 out of the 2134 candidates, only 498

(23.3 %) of students obtained a grade of c+ and above. lastly in 2009 out of the 1803 candidates, only 438 (24.3 %) obtained a grade of c+ and above. Though there was an upward trend in academic performance in 2011, the performance in English was still low.

**Table 1: Lugari Sub-County KCSE performance in English Language**

<b>YEAR</b>	<b>C+ and above</b>	<b>C and below %</b>	<b>TOTAL</b>
2009	438 (24.3)	1365 (75.7 %)	1803
2010	498 (23.3)	1636 (76.7 %)	2134
2011	582 (26.9)	1383 (73.1 %)	1965

**Source:** Sub- County Education Office, Lumakanda 2011

There is concern by the teachers, parents, and policy makers in the Ministry of Education over the continued fall in the standards of English language performance. There are a myriad of factors why English language is done poorly. Parents are able to influence their children's performance in English language through encouragement and use of the language. It is believed that those students who are motivated and exposed to good learning environment will most likely strive to do better in academics. Analysis of Likuyani Sub-County KCSE results indicate that a majority of students scored grade D+ and below in English language.

Parental involvement has been in past studies mentioned as a factor with an impact on academic performance. Not much has been done in examining the influence of parental

involvement on academic performance in English language in particular academic performance of students in English performance.

### **1.3 Purpose of the Study**

The study investigated the involvement of parents in their students' academic performance in English language. The study also aimed at providing information and making recommendation towards the role of parents in the improvement of performance in the English language.

### **1.4 Objectives of the Study**

- (1) To investigate whether there is parental involvement in the students' education.
- (2) To establish the extent of parental involvement in the students' academic performance in English language.
- (3) To establish whether there is a relationship between parental involvement and academic performance in English language.

### **1.5 Research Questions**

- (1) Are parents involved in their students' education?
- (2) To what the extent are parents involved in the students' academic performance in English language?
- (3) Is there a relationship between parental involvement and academic performance in English language?

## **1.6 Research Hypotheses**

In this study the following hypotheses were tested:

HO<sub>1</sub>: There is no significant difference between academic performance in English language of students whose parents are involved in their education and those whose are not involved in their education?

HO<sub>2</sub>: There is no significant relationship between parental involvement and academic performance in English language?

## **1.7 Theoretical Framework**

This study was based on the social learning theory by Albert Bandura (1977, 1988). This theory emphasizes on behaviour modelling exemplified by parents of the child. Parents punish unrewarding behaviour of the child according to socially defined standard and provide a model that children are encouraged to emulate. In this case, the child's desires to become a high academic achiever tend to reflect pressure exerted by parents both directly and indirectly.

## **1.8 Assumptions of the Study**

- (1) Boys and girls have the same cognitive ability.
- (2) That the end of the term examinations is acceptable instrument for evaluating academic performance.
- (3) Secondary schools in the study area are similar in terms of history and learning resources.

- (4) Parental involvement in education motivates students to work and therefore perform better.

### **1.9 Significance of the Study**

The study findings are of significance in the following ways:

- (1) The parents will understand the significance of their involvement in the performance of their children.
- (2) Help the society understand variety of factors that influence academic performances therefore desist from blaming teachers alone for poor performance.
- (3) The policy makers will gain deeper insight into some exogenous factors that contribute to success or failure in academic performance and put into place measures to rectify the problem.

### **1.10 Scope of the Study**

The study was conducted in four selected secondary schools in Likuyani Sub-County, Lugari Sub-County in Kakamega County. The subjects of study were Form three boys and girls. The study sought to investigate the influence of parental involvement on a student's academic performance in English language.

### **1.11 Limitations of the Study**

The study was limited to a sample of students in Likuyani Sub-County secondary schools. This is due to financial and time constraint. Consequently, the results of this study will not be generalized to all schools in Kenya but only to schools in Likuyani Sub-

County. Only Form three students were selected in this study thus hindering generalization of these results to other classes. No variable was manipulated by the researcher therefore cause-effect relationships can not be established between the two variables.

### **1.12 Variables of the Study**

In this study the independent variable is parental involvement in education while the dependent variable is academic performance in English language.

### **1.13 Definition of Terms**

The following definitions are adopted and used in the study.

#### **Academic performance**

The grades scored by the student in their end term examinations in Form one and two.

#### **Parental involvement**

The education support the children receive from parents. It was assessed in terms of both home and school related support, which influences the academic performance of the children. Provision of an enabling learning environment in their lives, as well as the school equipment such as books and uniform.

#### **Parent**

Biological (father and mother) and social parent commonly known as guardian.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter attempts to review literature relevant to the present investigation, which is parental role and its influence on students academic performance in the English language.

#### **2.1 The Parental Role**

A lot of studies have been done on the parental role on children's academic performance. There is general consensus that parents play a crucial role and are irreplaceable in the socialisation process. Begner (1979) points out that society has yet to find another institution or agent to replace mother or father in socialization process.

Begner (1979) and Wandabwa (1996) contend that parents may assume a variety of roles two of which are Spectators or teacher to their children. They point out that the role of spectator is common whereby parents merely observe what the school does in the life of their children in the educational process. Such view the school as an authority figure and knowing what is best able for their children. In this study, this kind of parents will be as considered uninvolved in education. On the other hand, parents who are teachers of their own children teach their children aspect of language and problem solving skills. Children of such parents are made to work hard even at home and are taught to respect their seniors. When they go to school this will be reflected in both their performance and discipline. The latter are categorised as involved in their children's education.

## **2.2 Parental Influence on Academic Performance**

Studies by Montgomery (1992) and Mortimer (1992) have shown that physical, intellectual and social development of children are usually retarded when they are deprived a nurturing and maternal care. They teach them the appropriate skills ensuring that each child is able to assume responsibility for his or her behaviour and action as an effective member of the society. In modern Kenya, society places a heavy value on education and academic performance and the father has a duty to translate this value into his family. The father makes the children aware of their need to perform well academically in order to be successful members of the society. Begner (1979) observes that emotional and psychological problems found in fatherless homes are complicated by the loss of his economic support; these affect the children's development. Observation shows that children who lack father figure as they grow up, they are affected negatively including cognitive and psychomotor development. The above cited studies were based on either death or absence of parent from home. It is however, possible for children to lack parental support especially with regard to education even when they live with their real parents. Parents who are uninvolved in their children's education present such case.

Hall and Lindsay (1985) and Rainey and Rainey (1986) maintain that factors enhancing academic performance in the children includes encouragement of self reliance, autonomy and achievement motivation. Uninvolved parents less often do that. In the current study, the role played by parents towards academic performance in English language was

examined to justify if there was any relationship between academic performance and parental involvement.

Begner (1979) had found that parents who were highly involved in education of their children ensured students attend good quality secondary school. In Ghana and Ivory Coast respectively those whose parents were involved in their education had higher career aspiration and performed well in their academics than their colleagues whose parents were not involved therefore attending poor quality schools. Achola (1987) examined academic performance of students whose parents are very much involved in the education of their children by attending quality schools results were same. Students outside Africa who had high scholastic achievements were observed to have attended high quality schools. Parents' who are involved in their children's education put up good schools and also take their children in schools with good quality facilities.

Findings revealed that students who attend high and middle status high school had high career aspiration and excelled academically compared to those who attend low social economic status schools. Students who attend high and middle status high school indicated high parental involvement. Similarly when students from low socio-economic status high school are taken to schools for the children of high and middle status their education aspiration had an upward trend. Effort of parents especially of low socio-economic status struggling to take their children in such schools, it is a motivation for the children to work hard and excel academically. The student would want to rise above the status of their parents and excellent academic performance act as a springboard to high

paying jobs. These findings indicate that the school the parents take their children had a tremendous influence of educational and career aspiration.

### **2.3 Academic Performance in English Language**

Nationally Kenya places heavy value on education and academic performance. The parents have a duty to translate this value into their families. They ought to make the children aware of their need to perform well academically in order to be successful members of the society. A study by Harlow (1958) shows that physical intellectual and social development need parental nurturing to blossom. He found that parents who were highly involved in the education of their children ensured that they attended good quality schools which had good facilities. It was established that children of these parents performed well in their academics and had high career aspirations.

Maengwe (1985) studying the factors that cause poor performance in KCSE in Kisii Sub- County articulated parental uninvolved as a factor that may be determined by family size, parent-child relationship, parent-teacher relationship and income. In respect to the family and family size, it has been established that children from small families have high education and occupational goals when compared with children from large families. This is expected because parents' attention is divided among many children. The small family affords parents relatively greater opportunity to give more time and attention to each child. In addition, parents are able to provide necessary material support to enable them complete and achieve in school. Families in Kenya are fairly large with a number of polygamous lines, which still form family pattern in Kenya. However many

children require material support and parent attention. It is therefore expected that children from big families will manifest lower educational aspiration than those from small families and therefore not performing well in academics.

Having looked at influence of parental involvement on academic performance, we shall look at how parents influence their children's performance in English language. It has been noted that co-operation of parents greatly influences the academic outcome of children. Begner (1979) underscores the need for parents to work closely with schools if students are to reach their full education potential. Problems of motivation, poor study, discipline and many others have their origin in the home. This study will investigate how parental involvement contributes towards the academic performance in English language of the children.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.0 Introduction

This chapter describes the area of study, the methods and design of the study, sampling procedure, and instruments used to collect data and statistical techniques employed to analyze the data.

#### 3.1 The Study Area

The study was carried out in secondary schools in Likuyani sub-county, in Kakamega county. The sub-county is bordered by six sub-counties, Uasin Gishu to the East, Nandi to the South, Kakamega to the West, Bungoma to the North, and Trans-Nzoia to the North East. Likuyani sub-county was formally part of Lugari Sub-County which is a settlement scheme created by the government to settle people in former White highlands after independence and part of the African reserve i.e. Matete Division. The Sub- County is made up of three regions: Matete, Lugari and Likuyani. The main occupation of the people in the sub-county is farming.

There are fourteen secondary schools in Likuyani Sub-County. Most of the schools do not have enough teachers and have to employ teachers through the board of Governors. Most of the schools are relatively new and therefore experience problems of young establishments. The area was chosen due to poor academic performance in Kenya Certificate of Secondary Education examination (KCSE).

### **3.2 The Population of Study**

The population for the study was all Form three students in Likuyani Sub-County. Out of the fourteen secondary schools only four were chosen through random sampling.

### **3.3 The Study Sample and Sampling Procedures**

Names of schools were listed and numbers assigned against each using a table of random numbers to select the four schools. Simple random sampling was employed as the selection technique of the subjects. Simple random sampling ensures every member of the population has an equal chance of selection. Only one stream in cases where the school had more streams was sampled. A total of 54 students were selected using random numbers.

### **3.3 Research Design**

The research design was ex-post-facto. In ex-post-facto design the researcher does not manipulate the variable. However, the researcher provides as much control as possible under existing conditions. In this research then control was provided as the response was limited to a specific category of students in provincial schools. An ex-post-facto research design is a systematic empirical inquiry in which the scientist does not have direct control of the independent variable because their manipulation has already occurred or because they are not inherently manipulative.

Inferences about relationships among variables are made without direct intervention from concomitant variation of independent and dependent variables. In ex-post-facto research,

it is not possible to establish the cause – effect relationship of the variables investigated. The only conclusion we can draw in reference to the variable is that they appear related. Despite its weaknesses much ex-post-facto research is done in psychology, sociology and education planning and administration because many research problems in the social sciences and education do not lend themselves to experimental inquiry.

### **3.5.0 Data Collection Instruments**

#### **3.5.1 Students' Questionnaire**

The students' questionnaire was used to assess parental involvement in the students learning. Some questionnaire items were borrowed from validated questionnaire developed by Wandabwa (1996) and others were researcher made.

#### **3.5.2 End of Term results**

The students' end of term three results was used to determine the student's performance in the English language.

### **3.6 Scoring of the Questionnaire Items**

Depending on the nature of the items in the questionnaire, different scoring formats were used. A 5-point Likert type scale was used for some questions. The students responded by making a choice from the five possibilities provided. These possibilities were divided into two as follows: the statements portraying positive feelings will be scored in the following ways: Strongly agree – scored five points, Agree – scored four points, Undecided – scored three points, Disagree – scored two points, Strongly disagree –



scored one point. On the other hand statements portraying negative feelings will be scored in the following manner: Strongly Agree – scored one point, Agree – scored two points, Undecided – scored three points, Disagree - scored four points, strongly disagree – scored five points.

### **3.7 Reliability**

Reliability refers to the degree of consistency of scores obtained by the same individual when examined with the same test on different occasions. The greater the degree of consistency in an instrument, the greater is its reliability. Therefore a scale or a test is reliable to the extent that repeated measurements obtained using it under constant conditions will give the same results (Ranjit, 1999).

In order to determine reliability of the student questionnaire the test-retest method was used to establish whether the responses given first corresponds to those of the second time. The questionnaires were administered to the same students used in the pilot study within an interval of one month. The students used in the pilot study were from a mixed school outside the sample school to ensure the representation of both sexes. The Pearson Product Moment Correlation coefficients ( $r$ ) between the two set of scores of the responses from the questionnaires administered on the two different occasions were used to calculate the reliability coefficient. For this study, 'r' value was 0.7 and this was considered reliable.

### **3.8 Validity**

Validity is the extent to which a research instrument performs what it was designed to do. To ensure content validity, the questionnaire was given to the experts and students from the Department of Educational Studies of University of Nairobi who examined the items critically and passed on their comments to the researcher. The researcher then modified the items using the suggestions put forward by the said respondents. Equally a sample of the questionnaire was given to some students outside the sample schools to answer them. From their scores of items, the researcher was able to know whether the content in the questionnaire was valid. Necessary adjustments were then made. It was necessary to have items critically analyzed by a number of people to improve the validity of the research instrument.

### **3.9 Data Analysis**

The data obtained was analysed using descriptive and inferential statistics. The descriptive statistics used included frequencies, means and standard deviation. The inferential statistical techniques used were the Pearson Product Moment Correlation and the chi-square test.

### **3.12 Ethical Considerations**

The respondents were assured of their anonymity and confidentiality by asking not to write their names on the questionnaire. The names of the schools that participated in this study or participants would remain anonymous.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.0 Introduction

In this chapter, the data collected was presented, analysed and interpreted. This study sought to investigate whether parental involvement influenced their children's academic performance in English language. The study measured academic performance in English language using end of term results. The data was analysed and the results were presented in form of tables.

#### 4.1.0 Parental Involvement in Students' Education

The students' responses to the questionnaire that sought to determine parental involvement in their education are presented in table 4.1 below.

**Table 4.1: Parental Involvement**

Parental involvement	No. of Students	Percentage (%)
Low or none	5	9.3
Medium	33	61.1
High	6	29.6
<b>TOTAL</b>	<b>54</b>	<b>100</b>

It is evident that most parents are involved in their student's education. Only 5 (9.3 %) reported that their parents were minimally or hardly involved in their education. Parental involvement included paying fees, financing educational tours and providing basic requirements.

#### **4.1.1 Assistance towards academic related Problems**

The study sought to find who assisted the learner's in their academic related problems in their homes. The responses are presented in table 4.2 below.

**Table 4.2: Provision of Assistance towards Academic related Problems**

<b>Person</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Father</b>	<b>18</b>	<b>33.3</b>
<b>Mother</b>	<b>24</b>	<b>44.4</b>
<b>Brother</b>	<b>9</b>	<b>16.7</b>
<b>Others</b>	<b>3</b>	<b>5.6</b>
<b>Total</b>	<b>54</b>	<b>100</b>

Twenty four (44.4 %) of respondents reported that they were assisted in their academic related problems by their mothers. This is an indication that mothers were readily of assistance to their children's academic needs and were thus more involved than other

family members. 33.3 % of the respondents reported that they were assisted by their fathers. A small proportion (5.6 %) was assisted by people other than their parents.

#### 4.1.2 Reaction towards School Organized Trips

The study sought to establish the parents' reaction towards school organised trips. The responses are presented below in table 4.3.

**Table 4.3: Views towards School Organised Trips**

<b>Parent views</b>	<b>frequency</b>	<b>Percentage (%)</b>
Should be eliminated	2	3.7
Should be limited	11	20.4
Important for learning	32	59.3
No response	9	16.6
<b>TOTAL</b>	<b>54</b>	<b>100</b>

Most of the respondents (59.3 %) reported that their parents viewed school trips as an opportunity for learning outside school and therefore supported them. 20.4 % of the respondents reported their parents felt that school organized trips though important should be limited. A mere 3.7 % reported that their parents were of the view that school organized trips should be eliminated entirely.

## 4.2 Students Academic Performance in English Language

Table 4.2 below presents the students' academic performance in the end of term examination in the English language.

**Table 4.4: Academic Performance in English Language**

<b>Academic performance</b>	<b>No. of Students</b>	<b>Percentage (%)</b>
<b>Below average</b>	<b>39</b>	<b>72.2</b>
<b>Average</b>	<b>14</b>	<b>25.9</b>
<b>Above average</b>	<b>1</b>	<b>1.9</b>
<b>TOTAL</b>	<b>54</b>	<b>100</b>

Most of the students (72.2 %) who participated in this study scored below average in the end of term examination in the English language. Only one student scored above average.

## 4.3 Test of hypotheses

The aim of this hypothesis was to investigate the differences in academic performance of students whose parents are involved in their education and those whose are not involved in their education.

The following null hypothesis was tested:

HO1: There is no significant difference between academic performance in English language of students whose parents are involved in their education and those whose are not involved in their education.

This null hypothesis was tested using data that was analysed statistically by use of cross tabulations where parental involvement was compared with academic performance and then analysed by the chi-square. Table 4.3 presents the analysis.

**Table 4.5: The chi-square statistics on parental involvement and academic performance**

	$\chi^2$	df	sig
Pearson chi-square	811.88	728	.02
Linear by linear association	16.69	1	.00
N	54		

The chi-square was performed at 0.05 level of significance and 728 degrees of freedom. The  $\chi^2 = 811.88$ , and  $p = 0.02 < p_{crit} = 0.05$ . This implies that the results are significant and therefore the null hypothesis is rejected meaning that there is a significant difference in academic performance in English language of students whose parents are involved in their education and those whose are not involved in their education.

#### **4.4 The Relationship between Parental Involvement and Academic Performance in English Language**

The study ventured into establishing whether a relationship existed between parental involvement and academic performance. Parental involvement was thought to have a bearing on the learner's academic performance. The relationship between parental involvement and academic performance was analysed.

The following hypothesis was tested:

HO2: There is no significant relationship between parental involvement and academic performance in English language.

The distribution of means and standard deviation of parental involvement and academic performance for all the respondents are shown below in table 4.4.

**Table 4.6: Means, SD for parental involvement and academic performance**

Variable	n	Mean	SD
parental involvement	54	57.35	9.24
Academic performance	54	38.30	8.69



Table 4.6 shows means and SD for academic motivation on academic performance for all the respondents. The total number of the respondents was  $N = 54$ . The parental involvement as scored by the students' was 80.13 (SD = 10.09) while the academic performance was 38.30 (SD = 8.69).

To determine the relationship between the variables, Pearson Product Moment Correlation was used. The total score for parental involvement from the questionnaire was compared to the academic performance in English language. The analysis of the data is presented in table 4.7 below.

**Table 4.7: Correlation between Parental Involvement and Academic Performance**

		Parental involvement	Academic performance
Parental involvement	Pearson correlation	1.00	.56
	Sig.(2 tailed)	-	.00
	N	54	54
Academic performance	Pearson correlation	.56	1.00
	Sig.(2 tailed)	.00	-
	N	54	54

A correlation coefficient of .56 which was statistically significant at  $\alpha = .05$  was obtained indicating that the two sets of scores (parental involvement and academic performance)

vary in the same direction. The relationship is statistically significant,  $p = .00$  is less than  $\alpha < .05$ . Thus for these secondary school students, the relationship between school attendance and academic motivation was statistically significant. There is a positive correlation between parental involvement and academic performance.

#### **4.7 Conclusion**

From data analysis, it is evident that parents were involved in their children's education.

The study also established that there was a positive relationship between parental involvement and academic performance in English language.

## CHAPTER FIVE

### DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This study was concerned with investigating the influence of parental involvement on the students' academic performance in English language among secondary school students.

This chapter therefore presents a summary of the entire study, conclusion that was drawn on the basis of research hypotheses, recommendations and suggestions for further research.

#### 5.1.0 Discussion of Findings

The discussions of the findings are presented according to the research questions and hypotheses.

#### 5.1.1 Parental Involvement

The study established that most parents (61.1 %) were actively involved in their children's education by paying fees, financing educational tours, allowing enough time for study and encouraging them to improve when they have performed poorly. The study found that 77.7 % of respondents were actually assisted by their father and mother in providing for their academic needs.

The results obtained from this study showed that there was a significant difference between academic performance in English language of students whose parents are

involved in their education and those whose parents were not involved. The chi-square value obtained had a p-value of .02 at .05 level of significance.

### **5.1.2 Relationship between Parental involvement and Academic Performance**

This study investigated the relationship between parental involvement and academic performance in English language. The second hypothesis wanted to establish whether a relationship existed between parental involvement and academic performance in English language. The results obtained indicated that there is a relationship between parental involvement and academic performance in English language ( $r = .56$ ). This correlation was statistically significant and it can be concluded that parental involvement impacted on students' academic performance in English language.

### **5.2 Conclusion of the Study**

English language is one of the core subjects in the secondary school curriculum and needs to be handled carefully by teachers since it is a major medium of instruction. It is clear from the study that parents do play a very important role in the academic performance of their children in this area. It can also be concluded that parental involvement by way of providing scholastic needs and following their school progress has a bearing on the academic performance in English language.

### **5.3 Recommendations**

On the basis of these findings, it is important that the parents realise that they play an important role in ensuring that their children perform well in English language. The following recommendations are made:

- (i) Parents be encouraged to provide scholastic materials like books.
- (ii) Parents should support school organised activities geared towards enhancing learning of English language.
- (iii) Parents be encouraged to take particular interest their children's academic activities.

### **5.4 Suggestions for Further Study**

This study investigated the influence of parental involvement on Academic Performance in English language among secondary school students in Likuyani Sub-County. From the findings, it is evident that parental involvement has an impact on the academic performance in English language. Further investigation should be done to establish any disparities in parental involvement that could be based on gender. The present study focused only on Likuyani Sub-County efforts should be made to find out the extent to which parental involvement influences academic performance in English language countrywide.

This study has used the learner to establish the extend of parental involvement, Investigation should be done using the parent or both the parent and the learner.

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**APPENDIX 1**  
**STUDENTS' QUESTIONNAIRE**

Please answer each question by ticking (√) one respond to each item and writing an answer in the spaces provided. The information you provide will be treated confidentially and will be used for the purpose of this study. There are no correct or wrong answers. Kindly tick one response from the five choices: SA-Strongly Agree, A-Agree, U-Undecided, D- Disagree, SD-Strongly Disagree. In the box that correspond your answer to the respective question.

NB: The term parent(s) could be substituted with guardian(s) where applicable.

	SA	A	U	D	SD
1. Your parents are able to provide to all your basic life requirements					
2. Your parents provide you with enough food always.					
3. You have clothes appropriate for different types of weather.					
4. Your family quickly attends to you when you are ill					
5. You have often been late for school.					
6. You are least sent home from school before your school fees is completed.					
7. Your parents do not provide you with adequate school needs.					
8. What you do in school is not of interest to your parents.					
9. The family allows you enough study time while at home.					
10. Your parents have seen no need for holiday coaching.					



Please indicate the correct response in your view.

11. Who gives you assistance to your academic related problems at home?

Father

Mother

Brother

Other (please state).....

12. What do your parents do when you perform academically well?

A. Congratulate you and ask you to keep up.

B. Look for negative comments on your report card.

C. Not concerned.

13. What do your parents do when your academic performance is poor?

A. Encourage you to put more effort.

B. Quarrel you for being foolish.

C. Have no concern.

14. How would you say your parents respond when you are punished by your teacher for misbehaviour?

A. Support the teacher and caution you.

B. Defend you and blame the teacher.

C. Do not respond.

15. Please suggest the reaction of your parents towards school organized trips outside school

A. Welcome and encourage them.

B. Feel they should be limited.

C. Advocate for complete elimination.

State reason for your answer in 15 above

.....  
 .....

Kindly pick one answer from the three provided.

16. How often do your parents visit your school?

A. Very often.

B. Rarely.

C. Never.

17. Your parents are willing to participate in 'harambee' fundraising for your school.

- A. Absolutely true
- B. Partly true
- C. False

18. When required in your school, your parents send somebody else to represent them.

- A. Absolutely true
- B. Partly true
- C. False

19. How would you, in your opinion, rate the interest that your parents have in your education?

- A. Very interested.
- B. Partly interested.
- C. Disinterested

**APPENDIX 2****LIST OF SECONDARY SCHOOLS IN LIKUYANI SUB-COUNTY**

1. Moi Girls Nangili
2. St. Anne's Nzoia
3. St. Peters Machine
4. Eshikulu
5. Matunda
6. Kongoni
7. Ivugwi
8. St. Augustine Soy Sambu
9. Kogo
10. St. John the Baptist - Likuyani
11. St. Jude's Seregeya
12. St. Basil's Matunda
13. Binyenya
14. Mbururu