



Effect of School-Based Parental Participation on Students' Academic Performance in Public Secondary Schools in Meru Central Sub County.

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ABSTRACT

This study aimed to investigate the effect of school-based parental participation on students' academic performance in public secondary schools in Meru Central Sub-County. The interplay between study variables was moderated by parental characteristics, including their education levels and occupations. Specifically, the research sought to ascertain the influence of school-based parental involvement on students' academic performance in public secondary schools. This inquiry draws insights from Epstein's (2001) integrated theory of family-school relations. Employing a descriptive correlational design, this study examined the connection between parental participation and students' academic achievement in public secondary schools within Meru Central Sub County, Meru County. The target population consists of 46 principals, 4538 students, and 362 parents' representatives, amounting to 4946 participants. The research collected both qualitative and quantitative data from a sample size of 455 students, 14 school principals, and 56 parents, chosen through random sampling methods. Questionnaires, interview guides, and a focus group discussion guide was employed for data collection from students, principals, and parents, respectively. To refine and test the research instruments, a pilot study involving two principals, 45 students, and 6 parents from the same sub county (not included in the main study) was conducted. Data analysis encompassed both descriptive and inferential statistics. The quantitative data was processed using the Statistical Package for Social Sciences version 28 (SPSS 28) software. Descriptive statistics, such as mean scores, variances, and standard deviation, along with inferential techniques including correlation and multiple regression, was applied to analyze the collected data. The research outcomes were presented using tables and figures, followed by comprehensive discussions. Ultimately, the study was concluded with findings, implications, and recommendations derived from the research.

Key words: Parental based participation, integrated theory, academic performance

INTRODUCTION

Background of the study

Academic performance encompasses a variety of dimensions, making it a complex and multifaceted concept that cannot be adequately captured through a single measure. Successful educational attainment empowers individuals to acquire crucial knowledge, values, and skills, enabling them to progress in their personal growth and contribute meaningfully to both their communities and society at large (Madani, 2019).

A nation's psychological, financial, and social health all depend on the quality of its education system. The ability to manage and affect change is a powerful tool in the battle against poverty and for empowering individuals. (Govorova, Bentez, & Muiz, 2020). The purpose of any school is to provide its students with the information, skills, and understanding they need to become contributing members of society; this is true regardless of a student's color, ethnicity, gender, socioeconomic status, or physical or mental abilities. The contributions of parents, according to Barger et al. (2019), are particularly important during the course of a child's educational career. Therefore, stronger academic outcomes can only be achieved via collaborative efforts between schools and parents.

According to Epstein (2018), a number of factors affect how well students perform academically, including the quality of the workforce, employee motivation, leadership, resource concentration, and productivity at which the ideal number of material resources is organized and managed to improve learner achievement. The Dakar Framework prioritized four factors for bettering schooling. Oplatka (2018) lists many of these factors, including teachers who are up to the task, textbooks, classroom materials, a methodical approach to teaching, strong leadership, and effective learning outcomes. It also stresses the importance of the state's main obligation of providing basic education, but also the potential benefits of including educators, parents, communities, and the civil society in this endeavor. In addition to serving on the school's governing board, parents also chip in financially to improve the classroom environment and infrastructure.

Parental participation in their children's overall development and education is crucial to the success of schools (urii & Bunijevac, 2017). Among the various strategies that might improve pupils' academic performance in public secondary schools in Meru central sub county is encouraging parental engagement. This is because parents often have the most comprehensive understanding of their children's talents, weaknesses, background, and social

and cultural context. Parents want their children to succeed in school and in life in general (McDowall & Schaughency, 2017), even if their particular methods are ineffective.

Epstein (2018) created a model framework for parental engagement in the United States, including six distinct forms of parental participation. Some examples include being an effective parent, communicator, volunteer, student, decision maker, and community worker. In the United States of America, these approaches provide a complete categorization structure used to evaluate parental engagement initiatives. Her study and the ideas that have emerged from it have had a significant impact on the field of parent engagement in education (Epstein, 2018). In light of Epstein's research, this study will focus on three aspects of parental participation: parental involvement at school, parental involvement at home, academic socialization by parents, and parental traits.

In the United States, "No Child Left Behind" (NCLB) was enacted into law in January 2002. It sought to help kids develop the knowledge and abilities they'll need to succeed in school and in life. The law mandates that all parents be knowledgeable about how they may contribute to their children's schools' reform efforts. The Act also requires that, in order to guide parental engagement, report cards on local schools be made available to families. Institutions of higher education are obligated by law to disseminate information on parental engagement, including its efficacy, laws regulating it, yearly conferences, and preparation on parental involvement tactics.

Goodall (2017) provides evidence of the growing returns to Britain's education system from more parental involvement. The advantages include higher academic achievement, higher rates of school attendance and retention, improved homework habits, fewer instances of expulsion and disciplinary issues, and higher academic and professional goals.

Every kid in New Zealand between the ages of 6 and 16 is mandated by law to attend school regularly. All students in the country up to the age of 19 would get a free education under the plan. But as per the rules, parents are expected to foot the bill for things like the student's uniform, textbooks, testing fees, and other course-related expenses. In addition, there may be certain extracurricular activities in which parents are asked to take part. School excursions, sporting events, and extracurricular clubs all fit the bill. Daniel and Berthelsen (2016), and Bull and Campbell (2008). The goal of this sort of parental participation is to improve students' educational opportunities.

According to the 1996 Schools' Act of South Africa (Act No. 84 of 1996), parental involvement is stressed as a pivotal element for children's educational achievement (Beckmann, 2016). Likewise, the National Education Act of South Africa from the same year (Act No. 27 of 1996) advises parents to actively monitor their children's scholastic progress at home. This legislation additionally underscores the importance of maintaining ongoing assessments of children's academic work as a means to gauge their advancement and effectiveness in fulfilling the aims of the educational curriculum.

According to Uganda's Education Act of 1969, parents have a number of obligations, including aiding in the building of school infrastructure, ensuring teachers' well-being, and providing children with proper care. The Government white paper from 2002 does not explicitly authorize parental involvement in school administration, but it also does not directly oppose the idea. This argues for the advantages of parent involvement in school administration, including potential gains in student achievement. Based on the research of Mahuro and Hungi (2016), Academic success is boosted when parents are involved: The study, which looked at the education systems in Uganda's Iganga and Mayuge districts as a case, found that for students to get the most out of school, it's important to involve more than just teachers and students in their education.

Parents' engagement in their children's schools is correlated with their children's academic success, according to surveys of academics, educators, and parents (Bracke & Corts, 2012). Many programs and policies exist with the goal of increasing parental engagement in their children's schools because of the benefits it provides to pupils (Marshall & Shah, 2020).

The Basic Education Act of Kenya (2013) mandates that PTAs have a voice on school boards and that parents have an active role in determining students' educational requirements alongside school administrators. The Kenyan Ministry of Education fully appreciates the contribution that parents make to the success of their children's educational institutions (RoK, 2012). After a nation has made strides toward Universal Primary Education (UPE), the focus of its educational system shifts to secondary school. The ability to make the most of any international opening requires the development of one's knowledge, character, and character. As a result, students' academic success is crucial to creating possibilities and advantages for social and economic growth. (Ozier, 2018). The majority of secondary schools in Kenya, including those in Meru central sub county, get funding from either the Central Democratic Fund (CDF) or from local communities and individual parents. The government's endeavor to improve school facilities often results in higher costs for parents. Therefore, the onus remains on parents to push for improved student achievement by raising the bar on the secondary school education their children get.

Statement of the Problem

Grades attained by learners in national examinations are key determinants of learners' progress to post-secondary learning institutions and future career opportunities. Given that more learners in Meru central sub county score C-(minus) and below as supported by the sub county mean score of 3.93(D+) (Meru central sub county director of education, 2022), this paints a picture of underachievement academically by public secondary school students. When schools and their constituents (parents included) fail to meet expectations, those involved often point fingers at one another. Despite the area's relative prosperity, parents have been criticized for their lack of participation in schools' day-to-day operations, specifically in regards to the supply of teaching and learning materials, the payment of tuition, and the provision of infrastructural facilities.

Different parties often attribute unsatisfactory results in national examinations to either teacher negligence or the initial capabilities of the students. This predicament serves as the basis for this research, aiming to examine the impact of parental engagement on students' performance in national examinations within public secondary schools situated in Meru Central Sub-County.

Research Objective

The general objective of the study was to assess the effect of school-based parental participation on students' academic performance in public secondary schools in Meru central sub county.

LITERATURE REVIEW

Theoretical literature review

Epstein's integrated theory of family-school relations

The integrated theory of family-school connections proposed by Epstein (2002), which is defined by a number of overlapping areas of influence, served as the foundation for the research. According to Epstein's (2002) viewpoint on overlapping spheres of influence, the best families and schools work together and have similar objectives. Both internal and exterior structure are included in the overlapping domains of influence paradigm. Parental engagement in this study's example will be both internal and external in the sense that parents may become involved in their kids' education at home and at school by giving them access to learning materials, giving them time resources, and meeting their fundamental requirements. The external model also acknowledges that the home, the school, and the community—the three main environments in which children learn and develop—can be brought together or driven apart. Schools, families, and communities all carry out certain practices independently. Some are carried out in collaboration with others to improve kids' learning (Sanders, Simon, 2008).

A school system is the ideal illustration of an open system since it continually engages with its surroundings. In order to accomplish certain goals, the public secondary schools in this instance collect input from the parents and, via a series of actions, transform or convert the relevant inputs into outputs (inputs of other systems). It takes its resources students, money, materials, and information transforms and converts them, then returns the altered humans to the environment (society or community). This makes the idea of a school being a closed system unworkable. The school requires defined goals and objectives since they will dictate the kind of inputs, the sequence of tasks to produce outputs, and the accomplishment of organizational objectives.

The internal model of how schools, families, and communities interact demonstrates where and how crucial and complex patterns of influence and interpersonal relationships arise between people at home, at school, and in the community. These social interactions might occur on an individual or an institutional level (Epstein, 2002). According to the idea of overlapping spheres, organizations' policies, programs, and employees' activities may effectively advance families' and schools' shared interests (Epstein, 2002).

The approach acknowledges that although some family and school actions are carried out separately, others show the joint accountability of parents and educators for children's development. When educators adhere to the idea of distinct roles, they highlight the specific knowledge needed by educators for classroom instruction and by parents for at-home instruction. Specialization leads to a division of work that pushes the influence domains of the home and school apart (Epstein, 2002).

The generalization of skills needed by teachers and parents to create successful pupils is supported, nevertheless, when educators and parents stress their joint responsibilities. Their joint effort brings the domains of family and school influence closer together, fosters parent-school communication, and develops both family-like homes and family-like schools. According to Epstein (1995), "The unarguable fact is that students are the main actors in their education, development, and success in school." Schools, families, and the community must work together to create successful students. Instead, collaboration exercises should be made to enthuse, direct, and inspire pupils to create their own triumphs. Children are more likely to accomplish their best academically and stay in school if they feel loved and supported in their position as students, according to Epstein (1995).

Empirical Literature

Parental participation

In essence, parents are their children's first instructors and main caregivers (Harris et al., 2007; Njeru, 2015). According to Jeynes (2011), parents' love for their kids has driven many of them to make the required sacrifices for their kids' academic success for millennia. According to study (Karchach et al., 2013; Wang, Hill, and Hofkens, 2014), parental participation has an impact on kids' academic success. Parents' involvement in their children's education may be interpreted in a number of ways, which suggests that it is multifaceted and complicated in nature (Hamlin & Flessa, 2018). Additionally, parents who participate in their parenting adopt a broad range of parenting behaviors. Parental involvement is referred to as good parenting at home by Desforges et al. (2003). This includes providing a safe and sustainable environment, stimulating cognitive development, interactions between parents and children, the pattern of educational and social values, high prospects for a child's achievement, contacts with the school for information sharing, and participation in school life.

In addition, a variety of additional parental behaviors that are only loosely connected to education would be included in the conception of parental engagement. Limiting the amount of time children spend watching television, using clear-cut rules for punishment, and being there for them when they get home from school are a few examples (Boonk et al., 2018). From the aforementioned, it is evident that parental involvement in education encompasses a variety of parental behaviors that either directly or indirectly affect children's intellectual growth and overall academic success.

Ismail (2018) conducted a study on how parents might improve their kids' behavior in Indonesian schools. The target sample for the research was made up of 27 parents and 8 educators from 8 primary schools. Data gathering for the research included a schedule of interviews and questionnaires. The

dynamics of child discipline were found to be the most prevalent issue at the schools, according to the survey. Parental discipline in a child's education may enhance self-control, self-esteem, cognitive growth, social skills, and academic performance as a whole. The present research will concentrate on parental involvement on students' academic performance in public secondary schools in Meru central sub county. This study placed greater attention on parental involvement on students' behavior in primary schools. School administrators, students, and parents' representatives from each of the 46 public secondary schools in the sub county were included in the research's expanded study population.

Parental involvement in education has a key role in improving pupils' academic success. Ho (2013) and Emerson et al. (2012) assert that parental involvement in education has a significant impact on kids' educational aspirations and long-term academic achievement. Students in Florida, United States of America (USA), feel responsible for their education when they know that their parents are actively participating, according to Gonzalez, Doan Holbein, and Quilter (2002). According to empirical research, children who have parents who are passionate about their education are more likely to strive for greatness. These pupils continually seek out challenges, they persevere through obstacles, and they are happy with their academic assignments. However, it is unclear from the research what impact different parental practices in parenting have on the standard of instruction in day secondary schools.

Chen (2015) studied the associations between Chinese students' academic success and their perceptions of their parents' parenting practices. According to the findings of the research, which focused on 339 university students and used structural equation modeling to analyze the data, perceived authoritative parenting was associated with Chinese students' mastery objectives and performance-approach goals, which in turn helped them achieve academic success. This suggested that parents' involvement in educational activities will improve their children's academic achievement. This research focused on the influence of parenting style on students' academic accomplishment in China and was done on university students. The present research was done on secondary school students in Kenya's Meru Central Sub County and concentrated on parental involvement in educational initiatives and academic achievement of the children.

The impact of parental participation on students' academic achievement in public secondary schools in Pallisa District, Uganda, was examined by Kadondi (2014). Targeting 463 respondents (Head teachers, deputy head teachers, Board of Governors, teachers, students, and Ministry of Education Officials), the research used a cross-sectional survey that included quantitative and qualitative methods. Kadondi (2014) further supports the significance of parents paying students' facilitation fee on time and providing the students with adequate and relevant teaching and learning materials as factors that affect students' academic performance. The study found that parents' ineffective attendance at meetings had an impact on the students' performance. These are all parental responsibilities, which emphasizes the value of parental involvement in their children's educational programs. To determine if the same findings would be seen, the present investigation was carried out in public secondary schools in Meru, Central Kenya.

In Kenya, a lack of physical, financial, and even human resources has a significant impact on the ability to provide secondary public schools with high-quality academic accomplishment. Due to inadequate resources, education is ineffective (Magwa, S., & Mugari, S., 2017). Due to the current environment, secondary schools in Kenya are working hard to provide their pupils top results; as a result, parents must be totally supportive. Njeru (2015) did study on parents' involvement in education and came to the conclusion that there was little parent-school collaboration. She continued by saying that parents were unaware of what was going on in the classroom. However, the study found that parents persisted in being involved in their kids' education in order to improve their academic performance.

One of the various interventions that may be used to improve students' academic achievement in Kenya's secondary schools is parental involvement. This is true because parents spend more time with their kids than any other adult and have a big impact on their kids' intellectual, social, and emotional growth. Additionally, parents are often the best people to understand their children's abilities, environments, communities, and cultural contexts. In order for children to form schemas about the value of education, parents' attitudes and behaviors must be taken into consideration. As a result, secondary school experiences must be heavily influenced by these factors.

Conceptual Framework

The study's conceptual framework outlines a different facet of parental involvement, identified as an independent variable. This facet is grouped on involvement within the school premises. According to the conceptual model, enhancing this form of parental involvement is instrumental in elevating academic success in public secondary educational institutions. In this framework, academic achievement serves as the dependent variable. Figure 1 delineates the interconnections between these variables.

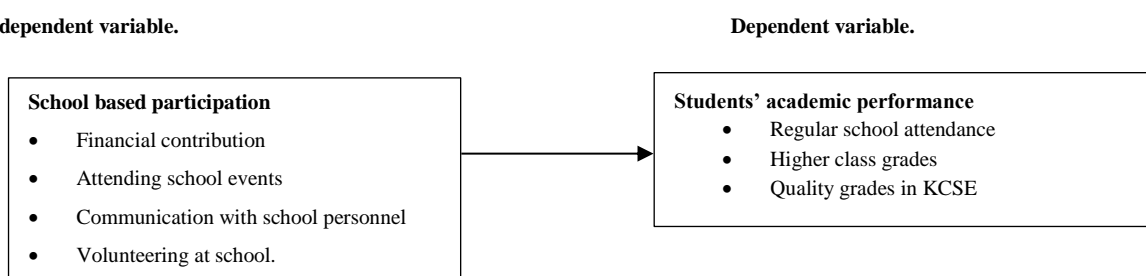


Figure 1: Conceptual Framework

Research Design

The research employed a descriptive correlational design to explore the relationships among the variables under study. As Kothari (2014) explains, this type of design is effective for detailing the current state of affairs and can be instrumental for policy decisions by predicting future outcomes.

In terms of data collection, both quantitative and qualitative data was gathered. While the focus was primarily on quantitative data, qualitative results served to corroborate the quantitative findings (Hesse-Biber, 2010). The mixed-methods approach was chosen because of its ability to offer comprehensive conclusions by leveraging the strengths of both quantitative and qualitative methodologies, thereby mitigating their individual biases and weaknesses (Creswell, 2014).

Target Population

The target population in any study serves as the collection of individuals, objects, or events that share specific characteristics, and it is from this collective that research findings can be generalized (Creswell, 2012). In the context of this research, the target population consisted of 46 school principals, 4,538 students in forms three and four, and 362 Parent-Teacher Association (PTA) representatives, amounting to a total of 4,946 participants.

School principals are integral to the study because they wield substantial influence over school policies, including those that pertain to parental involvement. They serve as key informants on how parental participation is managed and encouraged within their respective institutions. Similarly, PTA representatives act as the voice of parents and were included to provide insights into the level and type of parental engagement. Students, on the other hand, represented the dependent variable in the study, i.e., academic performance. Their inclusion offers a direct measure of the study's main focus—examining how parental involvement correlates with academic outcomes.

Data Analysis Techniques and Procedures

Demographic Data

The participants selected for this research encompassed students, PTA representatives, and school principals. The study delved into the demographic attributes of these groups, encompassing factors such as gender, age, marital status, occupation, and educational attainment, among others. These specific respondent categories held central importance in the scope of this investigation.

Students' characteristics

Gender

The respondents were asked to indicate their gender. The results were presented in figure 2.

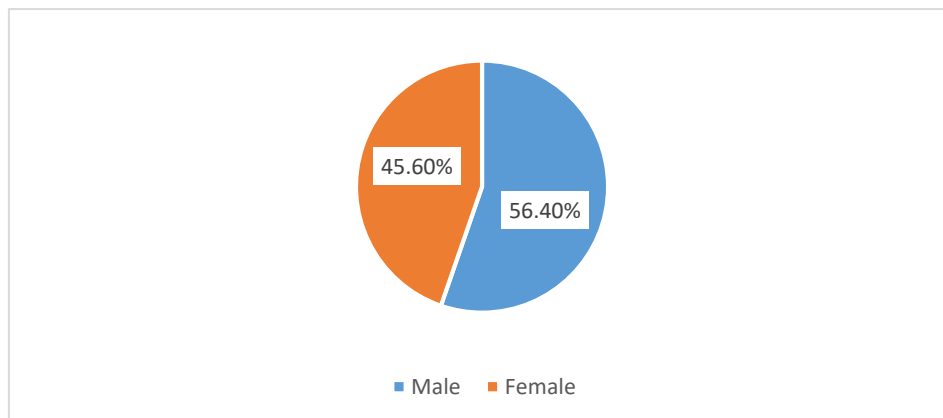


Figure 1: Respondent's Gender

From the research findings presented in the figure 2, it was established that 56.4% of the interviewed students were boys, while 45.6% were girls. This means that gender parity was achieved in terms of the students' responses. Therefore, the study's outcome would be impartial in relation to the views of both genders.

Age

The respondents were further asked to indicate their age. The results were presented in figure.

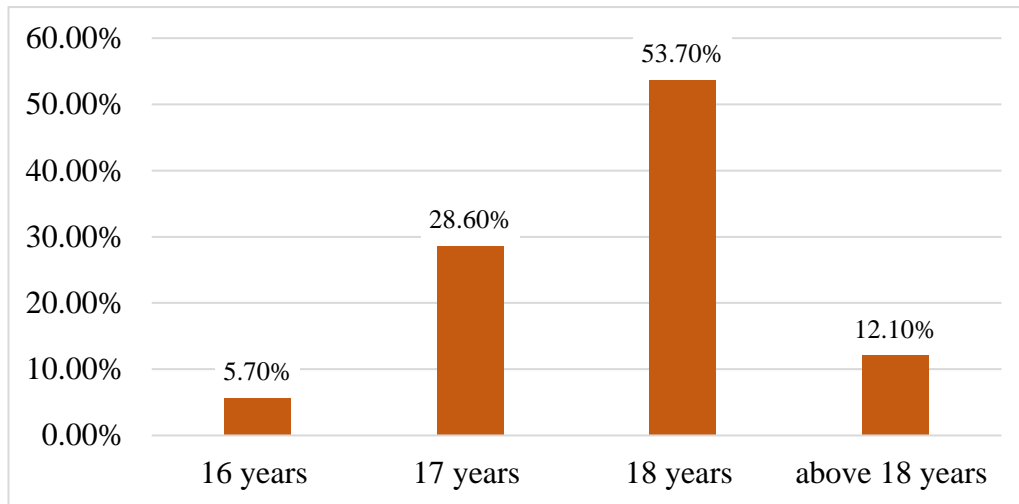


Figure 3: Respondents Age

Findings from figure 3 confirmed that 12.1% of the student population were older than 18 years, while the largest group of students (53.7%) was 18 years old. Additionally, 28.6% were 17 years old, and a smaller percentage (5.7%) consisted of students at an age of 16-year.

Students' Education Support

The respondents were required to indicate who support their education, the responses were indicated in figure 4.

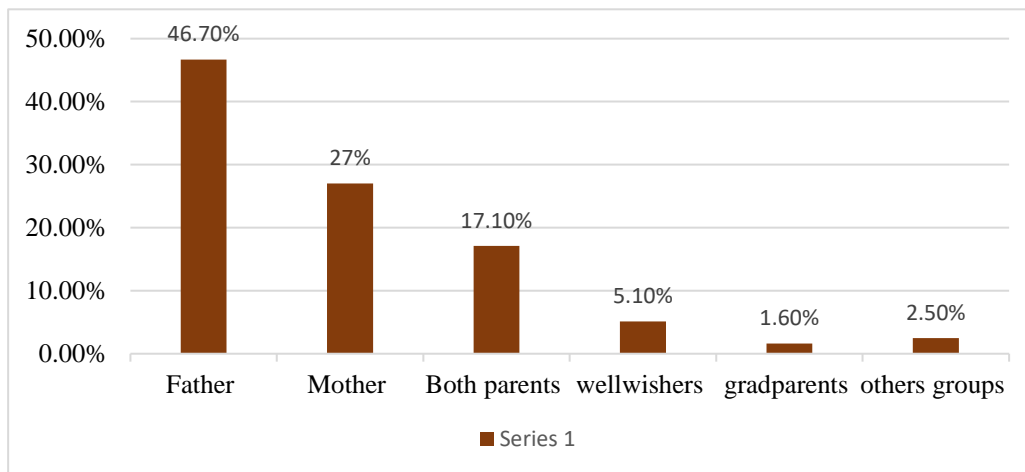


Figure 4: Students' Education Support

The survey results in figure 4 reveal that a significant portion of the students (46.7%) attributed their educational support to their fathers, with 27% attributing it to their mothers. Additionally, 17.1% acknowledged that both parents played a role in supporting their education. Moreover, 5.1% mentioned receiving support from well-wishers, 1.6% from their grandparents, and 2.5% from other groups. Overall, these findings indicate that parental support was the primary source of educational assistance among the sampled students.

Parent's marital status

The respondents were asked to indicate the marital status on their parents, the responses were as indicated in figure 5.

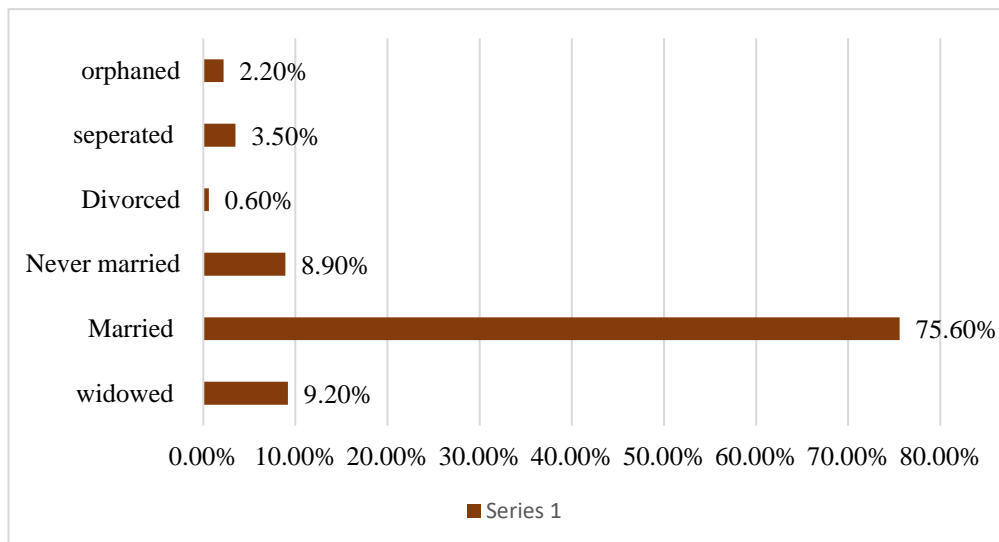


Figure 5: Marital status of the students' parents

Findings in figure 5 indicate that majority (75.6%) of the respondents reported that their parents were married. A smaller percentage indicated other statuses, specifically 9.2% mentioning being widowed, 8.9% stating never married, 3.5% reporting separated, 2.2% claiming orphaned, and 0.6% indicating divorced. This data highlights that around one-fifth of the students' parents were not living together, indicating a noteworthy portion of students in such situations.

Descriptive Analysis of Study Variables

This section examines the statistics on the student's academic performance in public secondary schools under the study variable, school-based participation.

Parental school-based participation

The students selected statements that highlighted their parents' involvement in school-related activities within their respective educational institutions. They used a 5-point Likert scale to respond to these questions. This section aims to illustrate the level of parental engagement in school activities and assess the student's academic performance based on the study's findings. The findings are displayed in the accompanying Table 12.

Table 12: Descriptive Statistics of School-based Parental Participation

Statement	N	Min	Max	Mean	Std. Deviation
Pay school fees and PTA levies	315	1	5	3.82	1.038
Attend school parents' meeting	315	1	5	3.74	1.022
Help with school fund raising	315	1	4	3.10	1.212
Attend open day/clinic day	315	1	4	3.46	1.267
Volunteer in school	315	1	3	2.24	1.313
Attend committee meeting in school	315	1	4	2.68	1.415
Give school information about special circumstances at home	315	1	3	2.57	1.209
Thank teachers at school for helping with learning	315	1	4	3.19	1.337
Attend school's sport events, play, concerts	315	1	3	2.24	1.183
Maintain good discipline at school	315	1	5	3.50	1.355
Supervises homework	315	1	4	3.17	1.272
Communicates frequently with teachers	315	1	4	3.00	1.119
Makes follow up on academic progress	315	1	4	3.67	1.223
Participates in setting school performance standards	315	1	4	2.79	1.353
Provide teaching and learning resources	315	1	4	2.79	1.280
Valid N (LISTWISE)	315				

Source: Researcher (2023)

The findings presented in Table 12 indicate that, among the 15 questions posed to the students regarding parental involvement in school activities, five items had average scores ranging from 3.46 to 3.82. This suggests that the students generally agreed that their parents were actively engaged in certain aspects of school life. Specifically, they acknowledged parental involvement in paying school fees and PTA levies (average score of 3.82), attending school's parent meetings (average score of 3.74), attending school's open/clinic days (average score of 3.46), maintaining good discipline at school, and monitoring their children's academic progress (average score of 3.67). These responses indicate that parents' participation positively impacted students' academic performance, demonstrating the potential benefits of reinforcing school-based instruction with parental involvement.

On the other hand, ten items received average scores between 2.57 and 3.19, indicating that students disagreed with statements regarding their parents' participation in certain school activities. Specifically, students disagreed with the notion that parents volunteered in school (average score of 2.24) and attended school's sports events, plays, and concerts (average score of 2.24). This perspective was corroborated by interviews with school principals, who noted that only a few parents occasionally volunteered for activities such as tree planting, discipline enforcement, academic clinics, annual general meetings (AGMs), fundraising events ("Harambee"), and contributions to school infrastructure development through PTAs and BoM levies. Additionally, students had neutral views on whether parents shared information about special circumstances at home (average score of 2.57) and whether parents communicated frequently with teachers (average score of 3.00), as well as expressing gratitude to teachers for their assistance in learning (average score of 3.19). Principal interviews revealed that parents had some interactions with the school during annual general meetings and school clinic days, but these interactions were insufficient to encourage greater parental participation in education.

In reference to the matter of school fee payments, Principal PSC7 made the following statement:

Parents are not enthusiastic about paying fees and often feel compelled to do so under authority pressure. Approximately half of the students are absent from school for a month or longer due to their inability to pay school fees. This ultimately influences students' attitudes toward school and can even impact their academic performance. PSC7's description of the situation implies that parents' low socio-economic status hampers their involvement in school, which in turn has an adverse effect on students' attendance and, ultimately, their academic achievements.

The study's findings also indicated that the respondents had mixed feelings about parental participation in providing educational resources (mean=2.79) and participating in school fundraising (mean=3.10). This situation could be attributed to parents' reluctance to contribute to school development and meet other financial obligations, possibly due to the perception that the government has already covered their children's education through the introduction of FSE funds. Moreover, the majority of parents have a low socio-economic status, as confirmed in interviews with school principals. For instance, Principal PSC14 expressed the following: *"A significant number of parents face financial hardships and struggle to pay school fees promptly. Some are engaged in alcohol consumption and lack awareness of their educational responsibilities in the context of secondary schools. Many of them have limited or no formal education. To suggest that most of them do not grasp the significance of education for their children would be an understatement!"* As PSC14 asserted, socioeconomic status is one of the determinants of parental participation in their children's education. Hornby and Blackwell (2018) found that family income influenced parental participation in learning activities in school or at home in the United States of America. Similarly, parental attainment played a role in participation where illiterate and semi-literate parents felt alienated from their children's schooling because they felt that they lacked knowledge necessary to support their children academically (Roy & Giraldo-García, 2018).

All the FGDs admitted that parents were poor in fees payment and would only pay fees upon their children being sent away from school. PTSC3C confirmed that, *"school levies for secondary school students are never paid in full. This demotivates students who are always sent this collaborate with the students' responses on reasons for low performance. Parents blamed the school administration as a hindrance to their active participation in education as expressed by parent PTSC6C:*

Sometimes even when we are concerned about the performance of our children, we fear talking to their teachers, as we do not want to expose their weaknesses, as this might cause negative attention from the teachers. Additionally, if we discuss some circumstances at home, for example, explaining late payment of fees, we might cause our children to be victimized. So we prefer to stay silent and do the best we can on our own. PTSC6C views above suggests that confidentiality in communication between schools, teachers and parents is often violated by the teachers, which affects open communication

Inferential Statistics Analysis

Correlation Analysis

Table 9 Bivariate Correlations results

		Academic performance	School based
Academic performance	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	315	
School based	Pearson Correlation	.227**	1
	Sig. (2-tailed)	.000	
	N	315	315

** . Correlation is significant at the 0.01 level (2-tailed).

The results from the correlation matrix (Table 9) indicated a significant relationship between parental involvement in school activities and the academic performance of students in public secondary schools ($r = 0.227, P < .01$). This suggests that when parents actively participate in their children's school-related activities, it has a noteworthy impact on the students' academic achievements.

Multiple Regression Analysis

Table 10 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.766 ^a	.733	.729	.46375	1.297

a. Predictors: (Constant), School-based Parental Participation

b. Dependent Variable: academic performance

The adjusted R^2 of model is 0.733 with $R^2 = 0.733$, This means that the multiple regression model with the independent variable explains 73.3% of the total variations in student's academic performance in public secondary schools in Meru central sub county.

Table 11 ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression on	32.956	3	10.985	51.078	.000 ^b
Residual	66.886	311	.215		
Total	99.841	314			

a) Dependent Variable: academic performance

b) Predictors: (Constant), School-based Parental Participation

The results in Table 11 indicates that with ($F = 51.078, P < .01$), the test is significant, hence the predictor variable parental participation- is significant in explaining the variations in student's academic performance.

Table 12 Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.811	0.997		3.824	0.000
	School-based	0.025	0.118	0.077	0.651	0.101

a. Dependent Variable: student's academic performance

The results presented in Table 12 display an analysis involving the independent variable. Within this analysis, the Standardized Beta coefficients for each individual variable indicate the respective importance of these independent factors.

The multiple regression outcomes in Table 12 also demonstrate that when considering their combined effect, school-based parental participation yields a P-value exceeding 0.05 ($P = 0.101$), with $\beta_1 = 0.025$.

Summary of the Results

This study investigated the effect of school-based parental participation on students' academic performance in public secondary schools in Meru central sub county. The analysis of data collected from the sampled schools showed that while parents made an attempt to be involved in the education of their children, majority did not know exactly how they would contribute, while others were oblivious of how some of their actions would impact on their children's education, either negatively or positively.

The study revealed the need for parents to be more involved in school-based activities such as school meetings and fundraisings, volunteering in school projects, concerts, and plays and being members of school committees. This would help improve the parents' relationship with the school, and teachers, with a common goal of improving student's academic performance in these schools. By so doing, any loopholes in the student's academic performance could be identified and sealed.

Conclusions

The study revealed that school-based parental participation has a positive and significant effect on student's academic performance. It was, however, observed that participation of parents in their children's education in public secondary schools in Meeru Central Sub – County was not impressive, hence, predicting low academic performance.

Recommendations

The school management should strive to improve the relationship between schools and parents if student's academic performance is to be optimized. This can be done by sensitizing parents on their role expectations in their children's school life in a formal setup which would allow for a formal interaction between parents, teachers and even school administrators.

There is need for the school's management to sensitize parents on the importance of the role they should play in the education of their children, and encourage them, so that they can be actively involved in the education of their children.

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