

Parental Involvement in Their Children's Academic Achievement in Public Secondary Schools: A Case of Kieni-West Sub-County, Nyeri County- Kenya

Manuscript Paper submitted for publication by

Dr. Kibaara, Tarsilla M.^{1*}
&
Ndirangu, Lydia M.^{2*}

^{1&2}Kenya Methodist University, P.O.Box 44003-00100, Nairobi, Kenya

^{1&2}Department of Education and Social Sciences, Kenya Methodist University

*Corresponding author email kibaarat@gmail.com, Contact:0723451441

*Corresponding author email: lydiahmaina2000@yahoo.com, Contact:0721656757

Abstract

This study was set to investigate the effects of parents' involvement in their children's academic achievement in twenty one public secondary schools in Kieni West Sub-County in Nyeri County-Kenya. The objectives of the study were to: (i) Investigate the nature of parents' involvement in their children's academic achievement; (ii) Establish to what extent factors influencing parental involvement contribute to their children's academic achievement; (iii) Investigate teachers' views about parents' involvement in the learners' academic achievement. The research study employed both qualitative and quantitative techniques in collecting and analyzing data. The study purposively sampled form three students. The study used two sets of instruments namely: questionnaire for teachers and students and a structured interview schedule for parents. The findings of the study indicated that 84.7% of the parents interviewed participated in school events and activities while 71.6% monitored homework. Parents' responses indicated that 92% believed that their involvement is beneficial to the teachers in aiding in their children's education progress. In addition 98.2% felt that organized parental involvement programmes can improve their relationship with their children. Major recommendations included among others identifying the type of parental involvement in place, parent's awareness programmes through seminars and workshops and holding teacher parents conferences. Areas of further research were identified.

Key words: Parental involvement, academic achievement, nature of parents' involvement, teachers' views, monitor homework, school events and activities, parental awareness programmes.

1.1 Background to the Study

Children have two main educators in their lives: their parents and their teachers at school. Parents are the prime educators until the children attend nursery or start school and remain a major influence on the children's learning through school and beyond. There is no clear line to show where parents' input stops and the teachers' input begins. The parents and the school both have crucial roles to play and the impact is greater if parents and schools work in partnership (Scott, 2003). Many parents are already involved in their children's education. Research findings reveal that engaging in leisure activities such as artistic and music related leisure, reading for pleasure and writing for pleasure all have positive effects. Each of them increases

the likelihood of getting a first degree, taking a course in adult education and being a member of a voluntary organisation. According to Robson (2003), these activities also raise earnings potential in later life.

Today, parental involvement in education of their children is one of the most important ongoing discussions in the field of education. There is a remarkable boost to the learners' academic success when parents are involved in their education (Eliason & Jenkins, 2003). In some cases, more attention is given on the decline of educational achievement among students. Kieni-West sub-County is a semi arid area and in most cases the residents experience prolonged drought. The parents have to travel long distances in search of food when there is no rain and the children are not left behind. Most pupils miss classes and accompany their parents to go and work on people's shambas to earn extra cash or be paid with food such as potatoes or maize (Hussein, 2010). Due to lack of proper follow-up, the area is faced with a high percentage of children not attaining quality grades.

1.2 Statement of the Problem

It is not clear whether children whose parents are involved in their academic achievement are higher academic achievers or that parents who are not involved means that their children are low academic achievers. While it is shown that parental involvement has a positive impact on the academic achievement of their children, it is not clear what specific factors or aspects of involvement contribute to academic achievement. It is for this reason that the researcher was prompted to investigate the nature of parental involvement in the academic achievement of their children.

1.3 Purpose of the Study

The purpose of the study was to establish the extent to which parents are involved in their children academic achievement in public secondary schools in Kieni West Sub-County, Nyeri County, Kenya.

1.4 Objectives of the Study

The objectives of this study were to:

- i) Investigate the nature of parents' involvement in their children's academic achievement,
- ii) Establish to what extent factors influencing parental involvement contribute to their children's academic achievement,
- iii) Investigate teachers' views about parents' involvement in the learners' academic achievement, and

2.0 LITERATURE REVIEW

2.1 The Nature of Parents' Involvement in their Children's Academic Achievement in Secondary Schools

Parents play a significant role in their children's moral thinking (Grusec, Goodnow & Kuezyński, 2000). Epstein (1997) discussed how children learn and grow through three overlapping spheres of influence: family, school and community. The three spheres must form partnerships to best meet the needs of the child. The author further defined six types of involvement based on the relationships between the family, school and community. This includes parenting (skills), communicating, volunteering, learning at home, decision making and collaborating with the community. He stressed that all these six types of involvement need to be included to have successful partnerships. Family involvement improves facets of children education such as daily attendance (Simon 2000), student achievement (Van voorhis, 2001), behaviour. It was suspected that parent involvement has a large role on children's performance.

Cotton and Wikelund (2005) ably coped it by asserting that the more intensively parents are involved in their children's learning; the more beneficial are the achievement effects. Thus it is believed that when parents monitor homework, encourage participation in extracurricular activities, are active in teacher-parent association and help children develop plans for their future children are more likely to respond to and do well in school. Mc Millan (2000) noted that parental pressure has a positive and significant effect on public school

performance. Valez in Ryan (2005) reported that academic achievement is positively related to having parents who enforce rules at home. The obviousness of the research findings reported that family involvement improves faces of children's education such as daily attendance (Simon 2000).

Parental involvement in their children's education has been linked to increased levels of academic performance in the classroom (Bobetsky,2003).Increased levels of parental expectations to high academic achievement leads to increased student achievement,as well as an increase in the amount of time spent completing homework outside the classroom.It is argued that parents expectations are very powerful as they encourage students to excel academically(Catsambis,2001).Some parents may feel that their participation is not necessary given that their child is doing well in school and others may have no history of being involved and see no reason to begin doing so (Dwyer & Hecht, 2001).

2.2 The Extent to Which Factors Influencing Parental Involvement Contribute their Children's Academic Achievement

Jeynes (2003) states that the single greatest parental involvement indicator is whether a child comes from an intact family. The effect of SES was between three and six times larger than the effect of parental involvement. He further stated that with the exception of the Asians, the race/ethnicity coefficients indicate that the relationship between race/ethnicity and academic achievement is mixed. A negative and statistically significant relationship exist between academic achievement and the variable that measures the extent to which parents know their children's friends and how often the parent help with or check to see their children have completed their homework. Jeynes speculates that struggling adolescents need their parents to check on these matters more. Parents checking up on their children's friends and homework represent the only interaction the parent has with the child. These points to the need for increased overall contact between parent and child.

Effectiveness of challenges designed to eliminate the achievement gap through increasing parental involvement may be attenuated by two factors. Some parents of children with low achievement may encounter barriers to their involvement. (Heymann & Earle, 2000; Hill & Taylor, 2004; Pena 2000).Secondly, influence of parent involvement on children's education performance may be weaker in some families than in others (Desimone, 1999). Parents who are less able to visit the school are less likely to gain the social, informational and material rewards gained by parents who enact the school involvement roles valued and delineated by the school staff. Parents who are not able to be present at the school may be viewed as uncaring, an attitude that may have negative ramifications for their children.

2.3 Teachers' Views about Parents' Involvement in the Learners' Academic Achievement

Teachers report that while they engage in traditional means of parent-teacher communication (i.e. notices, home, and interaction during parent- teacher rights) many do not go beyond such attempts (Becker & Epstein, 1982). They admit not knowing the best way(s) to get parents involved in their children's education. Many teachers worry that parents, particularly low income parents may not have enough time, training or educating themselves to help their children with school work.Moles (1982) reports that many teachers also have low expectations on those parents who follow are committed to help their children with school work.According to Sirvani 2007 teachers have complained that parents often place their careers and social events before involvement in their children's' education leaving the vast majority of instructions and support solely to teachers.

Teachers are frustrated with lack of parental involvement in literacy activities at home and at school. Experienced teachers are well aware of the benefits of family involvement in children's education. Mc Carthey (2000) explained how family involvement in education is influenced by culture, income, language and the adult's perception of school and family responsibilities.

There has to be a discussion among parents and teachers as to the importance of each party's role; Instead of viewing parents in an adversarial light, schools should nurture the role of parents as partners in the education of their child (Dwyer & Hecht, 2001).

Lazar and Slostad (1999) argue that teachers fear that they may not be able to handle conflicts with parents. Thus some teachers may prefer to avoid contact with parents because it reduces the chances of having a

confrontation. However, keeping parents out of school to create the false impression that the school runs smoothly can have costly effects e.g. making parents more hostile and denying teachers the chance to acquire knowledge and to gain the parental support that makes schools (Dodd & Konzal, 2000). Teachers' perceptions of parents and parents' involvement are influenced by cultural history and schooling practices (Lazar & Slostad, 1999). Lazar & Slostad argues that teachers often complain that kids are failing in school because parents do not study with them, this suggests that teachers have an underlying assumption that such parents feel as though teachers blame them when a child encounters difficulties at school, rather than examining something about the classroom environment that uses a contributing factor in their child's school problems (Becker, 2000). Parents who engage in direct, open-minded instruction tend to promote higher levels of cognitive complexity and ability as well as factual knowledge in their children. (Hoover-Dempsey, 1995). A common comment of teachers is that the parents they most want to see (those with lower achieving children) seldom enter the school door. Despite their own low school achievement, many parents value education, believing it to be a pathway to success for their children (Karther & Lawden, 1997). Parents with low education achievement may have feelings of inadequacy.

Literature review looked at the teachers views in the urban families but did not look at the rural families. This study will look at the teachers' views about parental involvement in their children's academic achievement in the hardship areas Kieni West Sub-County.

2.4 Theoretical Framework

This study is based on ecological systems theory developed by Urie Bronfenbrenner in the year 1977 in an attempt to explain the effects of parental involvement in their children's academic achievement in public secondary schools. The theory is formulated around academic achievement which encompasses various dimensions of student interactions including school, family, community and social factors (Perna, 2007). According to ecological systems theory, there are four types of systems which contain roles, norms and rules that shape development. The system includes a microsystem, mesosystem, exosystem and macrosystem. The microsystem is the family, school, peers, church, classroom or systems in the immediate environment. The mesosystem is the two Microsystems interacting such as the connection between a child's home and school. The exosystem is an environment in which an individual is indirectly involved and is external to his experience, yet it affects him for instance a child's parent workplace, neighbours, mass media and family friends. The macrosystem refers to the attitude and ideologies of culture.

The ecological systems theory attempts to explain the differences in individual's knowledge, development and competences through the support, guidance and structure of the society in which they live. Interactions between numbers of overlapping ecosystems affect a person significantly. While parents and teachers work together to educate children, it happens through the mesosystem. Variations in any one layer will ripple throughout other layers (Paquett & Ryan, 2001). The instability and unpredictability of family life gives children little interactions with parents and this according to Bronfenbrenner is the most destructive force to a child development. Primary relationships must be those that last a life time such as with parents and cannot be replaced with others. Teachers cannot become parents but can educate parents about the development needs of children. This study looks at parental influences on academic achievement where the teachers, parents and students are part of the system.

Based on this theory, it is hoped that more parents will be involved in the academic children's academic achievement. Parents will be assisted, supported, informed and encouraged to involve themselves fully in the academic work of their children. This will in the long run eliminate regional disparities leading to national development in Kenya.

3.0 RESEARCH METHODOLOGY

3.1 Research Design

The research design adopted in this study was descriptive survey. This method was relevant to the study because it involved frequency of answers to the same questions by different respondents. Both qualitative and quantitative techniques were used. By qualitative techniques, the researcher included open ended items

where the respondents were given an opportunity to express their views. Quantitative techniques meant measuring numerical values. Measures of central tendency such as mode, mean, median, frequency and standard deviation were used. Data was categorized, themes established, coded, entered and the association between parental involvement and their children's academic achievement established. By use of this design the researcher intended to report the status of parental involvement in their children's education as it were in the schools studied.

3.2 Sample Size and Sampling Procedure

Stratified random sampling technique was used in this study where there were three groups namely the parents, teachers and form three students from the four educational zones in Kieni-West Sub-County. This was used to ensure a good representation from every education zone in the Sub-County. The researcher randomly picked three schools from each of the four educational zones which were then coded. Form three students were purposively selected because they have been in school for a longer period.

3.3 Research Instruments

The research study used triangulation methodology in data collection. Questionnaires, interview schedules, document analysis and researcher's own observation were used.

3.4 Piloting of Instruments

Piloting is done to ascertain the reliability and validity of the instrument to be used for collecting data (Mugenda & Mugenda, 2003). A pilot study was carried out in two schools one from Kieni West Sub-County and another from a neighbouring, Kieni East Sub-County. This exercise determined the time needed to carry out the study in one school and the time required to interview one parent. After the study, certain items that seemed unclear were altered or eliminated.

3.5 Reliability of the Instrument

In this study, reliability of the questionnaire instruments was achieved through test-retest procedure. The researcher administered the instrument in one school and after some time administered it again. A reliability coefficient was computed using the Spearman's coefficient of the correlation formula. A reliability of 0.75 for teacher's questionnaire and 0.83 for student's questionnaires was realised, hence the researcher considered both instruments reliable and thus the instruments were administered.

3.6 Validity

In this study, the structured interview schedule for parents contained identical number of questions and wordings for all the sampled parents which were not altered. The principle was to attain uniformity on the assumption that parents had a common understanding of each question. In this study, results from the pilot study were used to judge the nature of parental involvement to establish its content validity. Prior to the pilot study, the researcher had availed the instruments to classmates and supervisors whose input assured validity through discussions. Construct validity was ensured by giving operational definition of terms used in this study.

4.0 RESEARCH FINDINGS AND DISCUSSIONS

4.1 Nature of Parents' involvement in their children's academic achievement

4.1.1 Teachers' responses towards the nature of parental involvement in their children's academic achievement

A high percentage of 49.3% teachers agreed that parents freely participate in meetings involving decisions that affect their children's academic achievement. Teachers were asked to indicate if parents were included in decision making, goals and objectives of the school where the findings were that 46.7% agreed while 4.0% strongly disagreed. The researcher realized a strong commitment by the parents in finding that 49% participated freely in decision making meetings. The researcher concludes that parents are actively involved

in ensuring that their children adhere to school rules and regulations and participate freely in meetings .When parents are involved in their children’s education, the students are highly disciplined, are able to remain in school and thus perform better in academic work .

4.1.2 Students’ response to the nature of parental involvement in their academic achievement.

Students were asked to indicate how their parents were involved in their academic progress and career choices (Figure.1). The study shows that the highest number of the students agreed that their parents discussed their academic progress with them and their teachers.

Students’ responses showed that their parents are highly involved in checking of the report forms (91.6%), attending meetings (88.5%) and career choice guidance. Parents were also involved in course selection and discussing academic progress with their children as well as teachers.

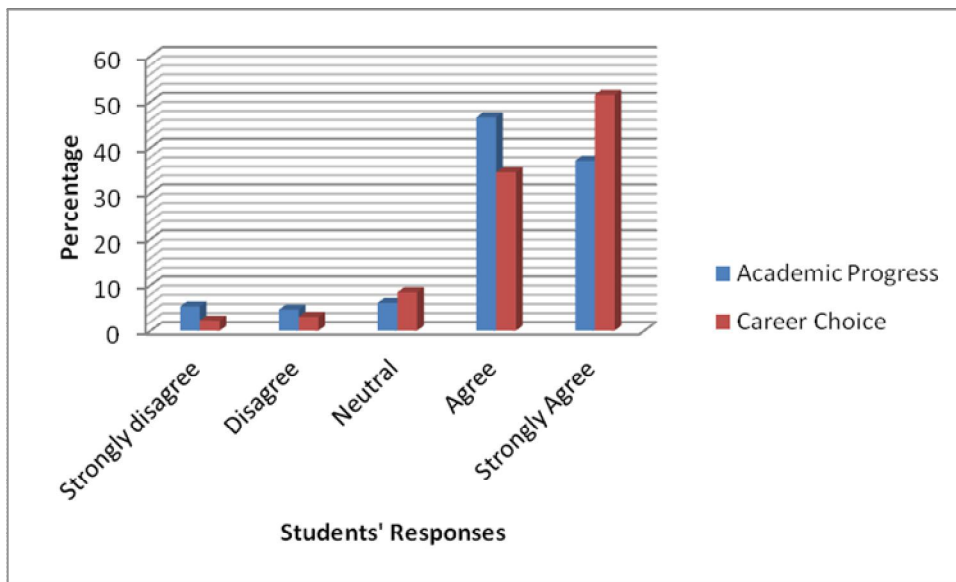


Figure.1: Parents’ involvement in academic progress and career choices

4.1.3 Parents’ response to the nature of their involvement in their children’s academic achievement.

Parents were interviewed regarding the nature of involvement they offered in their children’s academic work. The results were as discussed below. The researcher established that 94 (84.7%) of the parents participated in school events and activities while 17 (15.3%) did not (Figure 2).

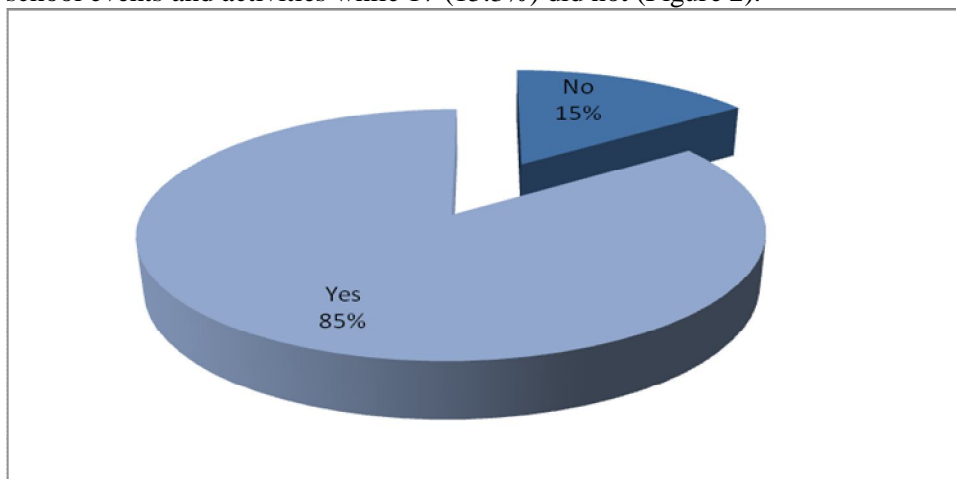


Figure 2 : Parents’ participation in school events and activities

The findings confirmed the results obtained from teachers’ and students’ questionnaires regarding parents’ attendance. This suggests a strong commitment by parents in school events and activities. The researcher argues that the parents are committed and are part of the school’s plan. This trend is important in understanding school performance and learning.

4.2 The extent to which factors influencing parental involvement contribute to their children’s academic achievement.

4.2.1 Teachers’ responses to the extent factors influencing parental involvement contribute to the children’s academic achievement.

Teachers were asked to indicate the extent to which homework, setting targets and punctuality influenced parents’ involvement . They were also asked to respond to the influence of academic clinics and sending relatives to meetings influenced parental involvement. Out of the 76 teachers, 34(44.7%) disagreed that parents are aware of the homework assigned to their children. The study realized that as regards parents assisting their children in achieving the set targets 34.7% disagreed .The findings of the study showed that 35.1% of the teachers agreed that parents punctually attend meetings organized by the curriculum department which was the highest percentage.

Hoover-Dempsey (2000) found that parents generally believe that being involved in homework of their children will have a positive effect. From these findings the researcher argues that parents ensure that they send relatives who are expected to pass on the information to the parent thereafter. However a considerable number of parents are not aware of the homework assigned to their children and do not assist their children in achieving the set targets. The study realized that this could have been as a result of poor education background and the fact that the parent is busy and has no time. In the researcher’s opinion this results to the child lacking direction and focus.

4.2.2 Students’ opinion regarding factors influencing involvement of their parents in their academic achievement.

When students were asked to indicate their opinion regarding the extent to which factors influencing parental involvement contribute to their academic achievement (Figure 3) the responses were as shown below.

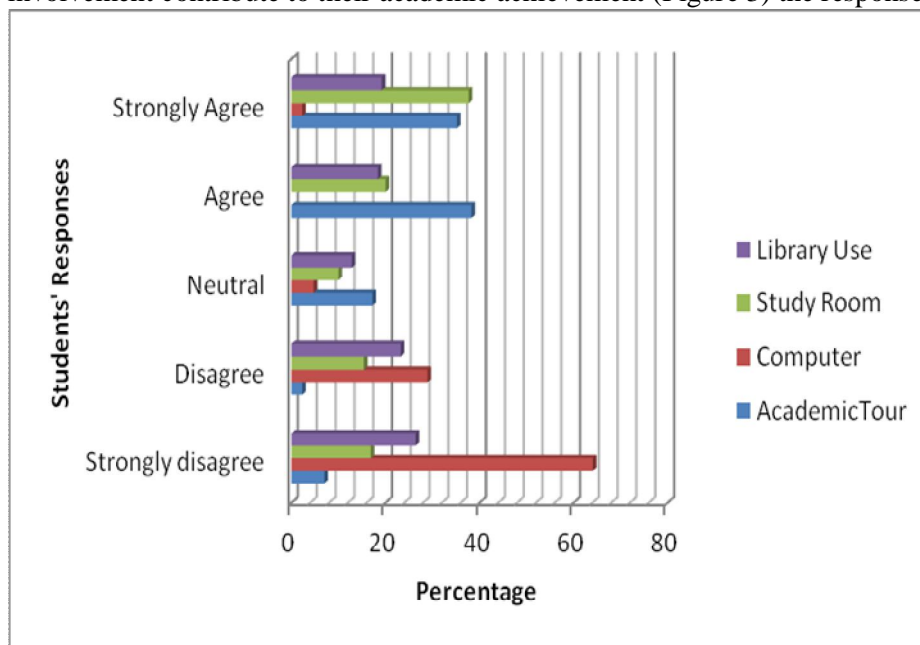


Figure 3: Students’ opinion on their parents’ capability factors

According to the study majority of the students strongly disagreed 33(26%) that their parents had paid a registration fee for their library use. Most of the students in the study strongly agreed that their parents had created a study room for them. Majority of the students strongly disagreed that their parents had bought a computer for their educational purposes at home which was recorded as 82(64.1%).

Though teachers indicated that parents are not in a position to buy supplementary books for their children, it is interesting to note that according to the students their parents pay for their academic tours but are not capable of purchasing computers for their children's education purposes. The fact that parents have not paid a fee for library use shows that their priority in education of their children is wanting. Parental involvement in children's education from an early age has a significant effect on educational achievement and continues to do so into adolescence and adulthood (Sylva & Melhulsh, 2004).

4.2.3 Parents' responses to the extent factors influencing their involvement contribute to their children's academic achievement

Parents were asked to state their average number of working hours in a day and the responses were varied. The study revealed that 72 parents out of 113 interviewed fell in the bracket of 8 to 10 hours constituting 64%, 20(18%) were in the 11 to 13 hours bracket and only 1(1%) worked between 2 to 4 hours. The findings indicate that 96 parents constituting 87% work more than eight hours which is the standard working time. To confirm this finding a significant proportion of parents (45%) reported earlier that they had no time to attend to school activities and that 31% were casual labourers. The researcher concluded that parents are busy and tired at the end of the day having noted that 31% work away from their homes. This would also suggest that large proportion of parents do not have permanent work places which may lead to a parent performing multiple jobs. As regards difficulties or painful experiences during the parents school time, the study revealed that a high frequency of the parents, 87(79.8%) experienced difficulties as compared to 22(20.2%) who did not.

The findings indicated that up to 75(68.8%) of the parents interviewed were aware of the programmes (Figure 4) while 34(31.2%) were not.

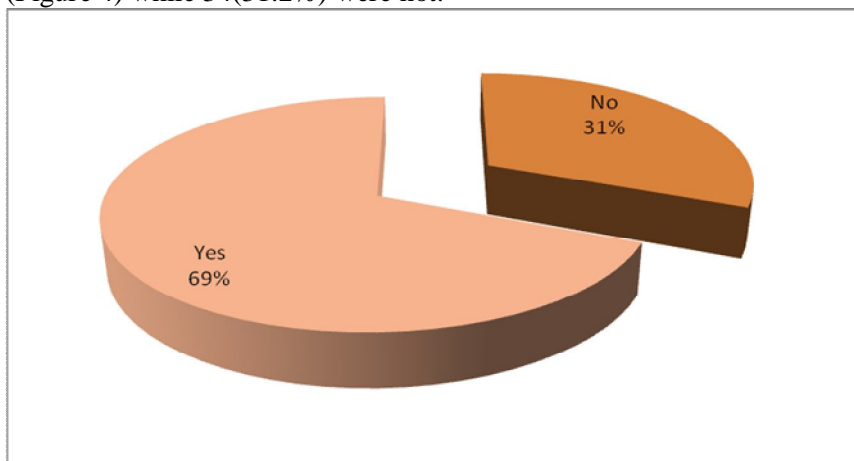


Figure 4: Parents' parental involvement programmes awareness

The researcher wanted to establish if parents supported the teacher in language acquisition as a follow up in teachers' encouragement (Figure 5).

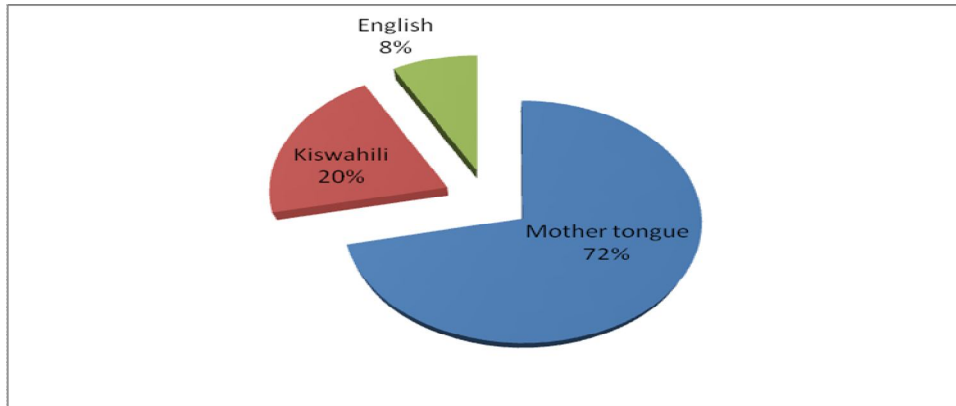


Figure 5 : Languages parents speak to their children

The study showed that 81(71.7%) of the parents spoke mother tongue to their children at home, 23(20.4%) spoke Kiswahili while English was 8(7.1%). The researcher feels that this affects the level of understanding in class and during the examination, whereby a student takes more time to understand and answer the questions. At the end of the day a student who is exposed to English and Kiswahili is likely to do better than one who is used to mother tongue.

4.3 Teachers’ views about parents’ involvement in the learners’ academic achievement.

4.3.1 Teachers’ responses regarding their views on parents’ involvement in the academic achievement of their children

As regards parents ensuring that their children have enough personal effects a high frequency of teachers 36 (48.0%) agreed (Figure 6).

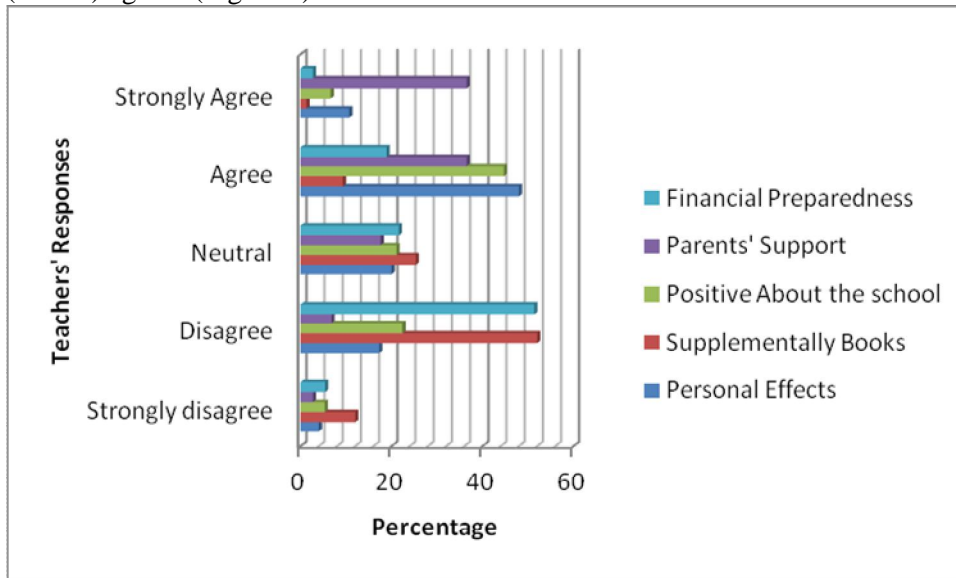


Figure 6: Parent’s home-based capability factors

Majority of the teachers 44.7%, agreed that parents are positive about the school in which their children are in and 36.5% strongly agreed that parents’ support is the most important way to improve schools. Given these responses the researcher argues that parents are positive about the school and provide their children with enough personal effects. Though teachers indicated that parents support was the most important way to improve schools, parents do not buy enough supplementary books for their children since they are not financially prepared and they do not organise remedial teaching for their children who could be

academically weak. As mentioned earlier this could be as a result of the low social economic status of the parents and poor education background.

4.3.2 Students' response to teachers' views about parents' involvement in their academic achievement

The researcher asked the students if their parents freely discussed their academic progress with their teachers. Figure 7 shows student's responses.

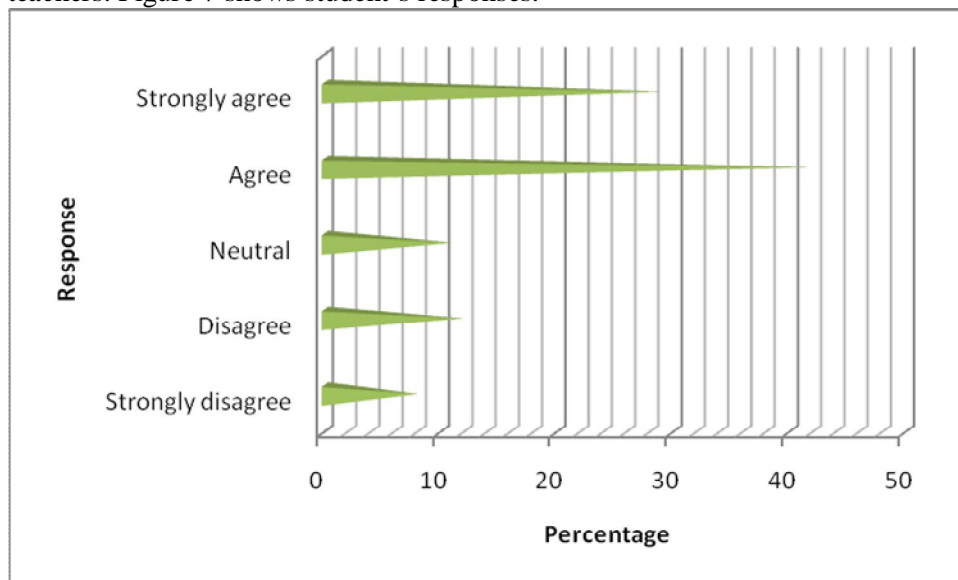


Figure 7: Opinion of students regarding academic progress discussion of their parents with teachers.

The study indicated that 54(41.5%) of the students agreed that their parents discussed freely their children's academic progress with the teachers. This shows that communication levels are high and parental role is experienced and appreciated by the teachers indicating that the teacher has a positive attitude to the parent. This study is different from the study carried out by Lazar and Slostad (1999), who argued that some teachers preferred avoiding contact with parents to avoid chances of confrontation. The authors further argued that keeping parents out of school to create an impression that the school is running smoothly can have costly effects. The study noted that teachers are positive about parents' involvement which was at 97% in the students' response. This is supported by the fact that parents have high hopes in their children which was as high as 97.6%. According to the researcher parents will only have hope in their children's education when the teachers believe in their involvement. The study earlier indicated that teachers consult parents when unsatisfactory results arise a true indicator that teachers are positive about parents' involvement.

4.3.3 Parents' responses concerning teachers' views in their involvement.

Parents who often visited their children's to discuss academic progress with the teachers were 23(20.4%) while those parents who never visited schools were 13(11.5%). The results indicate a serious deficiency of parents' initiative to visit school. Though parents value their children's education a good number does not visit their children's school to discuss academic progress. A high percentage of the parents 103(92.0%) believed that their involvement was beneficial to the teachers in aiding in their children's educational progress while 9(8.0%) did not (Figure 8).



Figure 8: Parents’ responses on their involvement

Thirty two parents said that the child is motivated and remains focused academically. The study further revealed that 24% said that the child develops a positive attitude in school and discipline is improved while 22% felt that the teacher is knowledgeable (Figure 9).

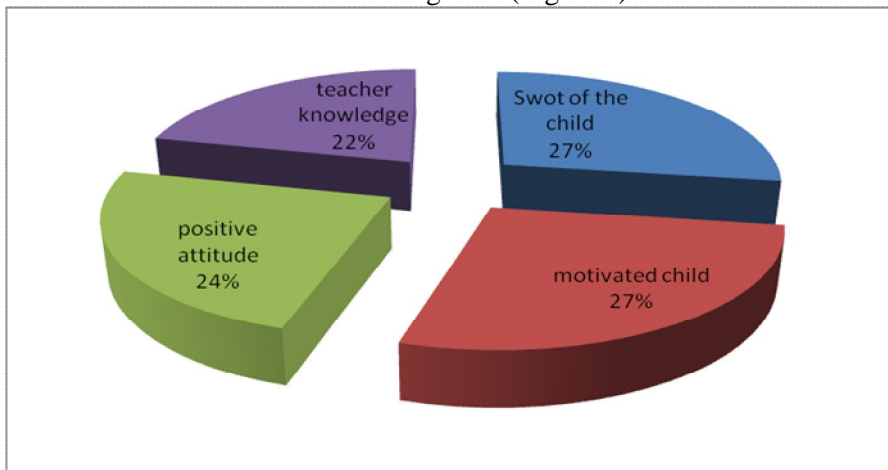


Figure 9: Importance of parental involvement

The researcher concludes that parents have a positive attitude towards the teachers and have faith in them, with this positive attitude the parent, child and teacher will remain focused for good performance.

5.1 Conclusion

The findings of the study indicated that parents are involved in their children’s academic achievement namely: fees payment, monitoring homework and attending programmed school meetings. The study realized that even though parents were involved, the average performance is wanting which mean parents continued being involved but there was no Value Added Progress realized by the students. The study realized that inability to pay school fees in time could have contributed to reduced teacher student contact hours which affect performance of the children preventing achievement of quality grades. The impact that parents can have in their children’s academic achievement transcends income levels and social status. There is need for parental awareness programmes aided by the government in public secondary schools in Kieni West, Nyeri County. It is paramount to mention that teachers also need to be very close to parents and clearly define their roles as early as their children join school. When parents are involved, children achieve more and everyone benefits in the sense that the school is recognized, parents have faith in the teachers and students

are willing to stay. Parental involvement in their children's academic achievement yields positive academic outcomes ranging from early childhood throughout adolescence and beyond.

5.2 Recommendations

The following recommendations were made from the findings of the study.

- i) Teachers need to improve on modalities of sensitizing both parents on how to be involved in their children's academic performance and for the students to appreciate their parents' participation despite the challenges.
- ii) The government in conjunction with the ministry of education should encourage parental involvement programmes in which the school administration of the public secondary schools could join forces in sourcing for motivational speakers.
- iii) There should be programmed teacher parent conferences where hope forums would have teachers reporting in areas that need to be addressed and parents giving feedback and areas that would require improvement both at individual and school level.

REFERENCES

- Bronfenbrenner,U. (1977). *Ecology of the family as a context for human development: Research Perspectives* Developmental Psychology.
- Catsambis,S.(2001).*Expanding knowledge of parental involvement in children's secondary education:Connections with high school seniors academic success.*Socio Psychology of Education.(5,149-177).
- Desimone,L.(1999).*Linking Parent Involvement with Student Achievement;Do Race and Income Matter?*Journal of Education Research.
- Dodd, A.W. & Konzal, J.L. (2000, January). *Parents and educators as partners.* The High school Magazine.
- Dwyer, D.J, & Hecht, J.B. (2001). *Minimal parental involvement.* Lincoln, IL: Academic Development Institute.
- Eliason, C. & Jenkins, L. (2003). *A practical guide to early childhood curriculum* (7th Edition). New Jersey: Prentice Hall.
- Epstein,J.L,Coates,L.,Salinas K.C.,Sanders,M.G.,& Simon.B.S.(1997).*School, Family, and community partnerships : Handbook for action.*

- Hoover-Dempsey, K. V., (2005). *Why do parents become involved? Research findings and implications*. *The Elementary School Journal*, 106(105-130).
- Hussein, O. (2010). *Programme to empower disabled persons*, Reject issue 009, January 1-15-2010.
- Grusec, J.E., Goodnow, J.J., & Kuezyński, L., (2000). *New directions to children's acquisition of values*. *Child Development*.
- Jeynes, W.H. (2003). *A Meta-Analysis: The effects of parental involvement on minority children's academic achievement*. *Education and Urban Society*.
- Karther, D.E., & Lowden, F.Y. (1997). *Fostering effective parental involvement*. *Contemporary Education*.
- Lazar, A., & Slostad, F. (1999). *How to overcome obstacles to parent-teacher partnerships*. *The Clearing House*.
- McCarthy, S. (2000). *Home-school connections; A review of the literature*. *The Journal of Education Research*.
- McMillan, R. (2000). *Parental involvement a competition, and public school performance: An Empirical Analysis using individual Data* (in press).
- Mugenda, O.M & Mugenda, A.G. (2003): *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: Acts press.
- Paquette, D. & Ryan, J. (2001). *Bronfenbrenner's Ecological Systems Theory* Retrieved on May 16, 2008, from: <http://pt3.nl.edu/paquetteryanwebquest.pdf>.
- Pena, E. (2007). *Last in translation, methodological considerations in cross-cultural research*. *Child Development*.

Robson, K. (2003) .*Teenage. Time use as investment in cultural capital*: ISER working paper.

Simon, B.S. (2000). *Predictors of high school and family partnerships and the influence of partnerships on student success*. Doctoral dissertation, John Hopkins. University, 2000. Available at:National Network of Partnership Schools Web site:<http://www.csos.jhu.edu/p2000/type2/issue10/tttype2j4.htm>12 Accessed on 13/09/2006.

Van Voorhis,F.L.(2001).*Interactive science homework: An Experiment in Home and School connections*.NASSP Bulletin.