

**THE IMPACT OF PARENT-TEACHER PARTNERSHIP ON ACADEMIC
ACHIEVEMENT: A CASE OF SECONDARY SCHOOLS IN LAIKIPIA EAST
DISTRICT**

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ABSTRACT

Secondary School Education has been characterized by relatively poor performance in national examinations especially in rural district schools. The situation is not different in Laikipia East District, Laikipia County–Kenya. Despite consistent Kenya Certificate for Secondary Education low performance, very little has been researched to discover the cause of this performance. The main objective of the Study was to establish the impact of Parent- Teacher partnership and how this affects academic achievement of students in Laikipia East District. Descriptive survey research design was employed and this targeted 3000 parents and 136 teachers. Simple random sampling was employed to select schools and the respondents. Purposive sampling was employed to select 100 parents who shed light about other parent- teacher issues in secondary schools. The Joyce Epstein framework of parent involvement guided the study. Data collection was done through closed and open ended questionnaires. Analysis was based on findings obtained from questionnaire, interview and observation schedules. Data obtained was transcribed, categorized and emerging themes reported, and used to summarise the results using Microsoft excel package. The data was interpreted, recommendations given accordingly and conclusions made. The benefits of Home –School collaborations for students, families, and schools in conclusions were that students have more positive attitude towards school, higher achievement in reading, higher quality and more grade-appropriate behaviour and completion of homework on weekends. Parents gain more positive views of teachers and schools and receiving ideas from school on how to help their children. Teachers and school benefit by improved teachers morale, higher rating of teachers by parents and parent support school and board issues. Findings showed that most parents do not know how to help their children with their education. It was hoped with guidance and support from teachers, parents may become increasingly involved in home learning activities. The information from this study will be used by school Principals, researchers and the Ministry of Education to chart ways in view of improving KCSE results, not only in Laikipia East District but also in the whole country.