

# Impacts of Parents' Academic Socialization in Promoting Quality of Education in Public Day Secondary Schools in Meru County – Kenya

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## **Abstract**

In order for public day secondary schools to be effective in providing quality education for the children they serve, it is imperative that they establish and maintain high levels of parental involvement. The purpose of this study was to investigate the impacts of parents' academic socialization activities in promoting quality of education in public day secondary schools in Igembe Central Sub County, Meru County- Kenya. Descriptive survey design was used. Both probability and non-probability sampling procedures were used to get informants for the study. Eight principals, forty eight teachers, thirty two parents and three hundred and fifty two students were included in the sample. The researcher collected both qualitative and quantitative data from school principals, teachers, parents and students using interview schedules for principals, teachers' and students' questionnaires, parents' focus group discussions and document analysis guide. The findings of the study showed a positive correlation between parents' academic socialization factors and the quality of education. An emphasis on academic socialization activities including parents communicating their expectations to their children, monitoring the children's out of school activities and rewarding good grades was seen to have a direct correlation with improved performance in school. It was also clear from the study that with the permissiveness of the culture, most parents were failing since they did not monitor their children's social activities or follow a specific set of rules in disciplining them. This eventually impacted negatively on quality of education offered in public day secondary schools in the Sub County. The study recommends the need to sensitize parents on the importance of their academic socialization role in the education of their children.

**Index Terms** - Academic Socialization, Parental Involvement, Public day secondary school, Quality of Education, Sub County

## **I. INTRODUCTION**

In order for secondary schools to be effective in providing quality education for the children they serve, it is imperative that they establish and maintain high levels of parental involvement. This is because during adolescence there are major changes in school context, adolescent development processes including biological and cognitive growth, social development, and re-negotiations of family affiliations, particularly the parent-adolescent relationship, all of which require parental guidance (Grolnick, 2009; Hill & Tyson, 2009). In the context of such changes and development, adolescents' academic performance often decline (Hill et al., 2009), thereby increasing the risk that students may not reach their potential and hence, heightens the need to identify sources of support. Despite this, participation of parents in education of their children tend to decline during the post-primary school years.

Academic socialization is a form of parental involvement which includes parents' interaction with children on the importance and expectations from education of their children. It involves linking schoolwork to current events, nurturing educational and professional aspirations, discussing learning strategies with children, making preparations and plans for the future, and linking material discussed in school with students' interests and goals

(Emerson, Fear, Fox, & Sanders, 2012). During adolescence, a child is able to engage in logical and analytical thinking, problem solving, planning, and decision making. Further, it is during adolescence that goals, beliefs, and motivations are internalized and such inner processes shape adolescents' academic performance and course selection. Academic socialization, therefore, creates an understanding about the purposes, goals, and meaning of academic performance; communicates expectations about involvement; and provides strategies that students can effectively use to succeed (Kaplan, 2013).

Academic socialization includes the strategies that will scaffold adolescents' burgeoning autonomy, and cognitive abilities. Besides, this type of involvement posters and builds upon the development of internalized motivation for achievement, focuses on future plans, provides a link between school work and future goals and aspirations, and is consistent with the needs of secondary school students. In addition, it provides young adolescents with the tools to make semi - autonomous decisions about their academic pursuits.

The quality of a country's education is key to its social, emotional and economic well-being. Quality education is an effective means to fight poverty, empower individuals, prepare people to embrace and adapt to change, as well as, manage and influence this change. It is also a human right, a public good and an indispensable element for achieving sustainable development. In addition, it ensures the cognitive development of learners and nurtures their creative and emotional growth, as well as, helping them to acquire values and attitudes for responsible citizenship (UNESCO, 2005). Secondary school education is essential for adolescents to acquire skills that improve their opportunities for the world of work. Quality of secondary education is vital since it prepares the youth for job market and also supplies countries with the educated workforce that they need to participate in today's technologically driven society (UNESCO, 2012).

Parents are fundamentally the primary care - givers and first teachers of their children (Desforges & Abouchaar, 2003; Emerson, et al., 2012; Harris & Goodall, 2007; Jeynes, 2011; Njeru, 2015; and Pushor, 2007). According to Jeynes (2011) the love that parents possess for their children has for centuries propelled many parents to sacrifice towards the course of making their children to succeed academically. Accordingly, parental involvement in their children's education is substantial in promoting quality of education and the educational outcomes of young people in the society. Within research literature the operational use of parental involvement has not been consistent. This is the case because parental involvement has a range of interpretations which suggest that parental involvement is multidimensional and complex in nature. In addition, parental involvement incorporates a wide variety of parental behaviours in their parenting practices. For instance, Desforges et al. (2003) describe parental involvement as good parenting at home, which includes providing secure and sustainable environment, intellectual stimulation, parent-child interactions, the pattern of educational and social values, high prospects for a child's achievement, contact with the school for sharing information and involvement in school life.

Academic socialization is one of the many interventions that can be put in place to enhance quality of education in Kenya's public day secondary schools. This is because parents spend more time with their children than any other adult and have a tremendous influence on their children's social, emotional, and academic development. In addition, parents usually know their children better than anyone else, including their strengths, their environment, community, and cultural context in which they reside.

## **II. RESEARCH QUESTION**

What are the impacts of academic socialization in promoting quality of education in public day secondary schools in Igembe Central Sub County?

## **III. LITERATURE REVIEW**

### **The Concept of Academic Socialization**

In this study, academic socialization designated the parents' behaviours that are related to the child's education which can be perceived as indicators of the parents' commitment to the educational matters of their children, whether at home or in school. Parents' interaction with their children on the importance of education and their interests and aspirations for their children to succeed, affected quality of education offered in public day secondary schools. From this type of involvement, students internalize motivation for achievement, focusing on future plans and ability to make semi - autonomous decisions which have effects on their academic pursuits.

Three decades of research performed by Hanafin and Lynch (2002) have shown that children are inclined to succeed when schools cooperate with families in supporting education through life. This kind of participation of parents is important both in the beginning of the educational process and also throughout the child's entire academic endeavour. Academic socialization is relevant to secondary school students because it develops abilities in students

over time. Such abilities help the students to assess their goals, predict the results and consequences of their own actions, and are also able to learn from their successes and failures independent of their parents (Emerson, et al., 2012).

Parents' beliefs in their capabilities to help their children prosper is fundamental to the form and extent of their involvement in education. Grolnick, Benjet, Kurowski, and Apostoleris (1997) studied parental involvement from various perspectives Vis a Vis individual, contextual, and institutional and concluded that parents who considered themselves efficacious in their role of a teacher to their children were more likely to become involved in their children's education. They further recommended some cultural factors like parents' ideas in relation to the teaching of their children to be considered so as to intensify parental participation in education.

The way parents' view their children's school greatly affect their children's perception of the school. This perception eventually contributes either negatively or positively to students' academic, social, and emotional development. Moreover, home-school relations can be fashioned by parents' perceptions of general invitations for their involvement from their children's school. In this case, an encouraging, warm school environment, and constant invitations to parents with ways to become involved in their children's education whether at home and or in school would certainly provoke parents towards the school's efforts.

Parents' beliefs about the desirability of their children's outcomes, the persons responsible for the outcomes, stakeholders' perceptions on their involvement, and parental behaviours associated to those beliefs and expectations, are key determinants of parents' perception of their role in their children's education (Emerson, et al., 2012; Hoover-Dempsey Walker., Sandler, Whetsel, Green, Wilkins, & Closson, 2005). Parental role construction has impacts on both parents' decisions on whether to participate in the education of their children's, and in what ways, as well as on academic attainment of their children. The life aspirations and expectations that parents have for their children are other critical aspects which can be directly linked to educational outcomes. During adolescence for independence which consequently becomes an impediment to parents' involvement in education. Despite this, secondary school students still require involvement of parents in their education if they are to succeed. The view that adolescents do not want their parents involved in their schools at all contradicts adolescents' belief that they can excel at school when their families are actively involved and expect them to succeed (Patrikakou, 2008). Therefore, the quality of education that children receive is to some extent determined by parents' expectations on the academic, social, and emotional development of their children. Since parents' academic socialization is very vital in enhancing quality of education, there is need to know much more about the most effective academic socialization practices that promote quality of education in public day secondary schools of Igembe Central Sub County.

#### **IV. RESEARCH METHODOLOGY**

The study was carried out in public day secondary schools in Igembe Central Sub County, Meru County- Kenya. Igembe Central Sub County is one of the nine sub-counties of Meru County. It is in the upper highland zones of Meru with a large number of public day secondary schools. This study employed a descriptive survey design to gather data. The researcher collected both quantitative and qualitative data, hence employed a mixed methods approach. Data was collected using students' and teachers' questionnaires, principals' interview schedules, Focus Group Discussions (FGDs) guide for parents and documents analysis guide. The target population in the study comprised of all the 28 school principals, 266 teachers, 6912 form one to form four students, and 144 PTA representatives, in public day secondary schools of Igembe Central Sub County. This research employed both probability and non-probability sampling procedures to get informants. A total of four hundred and forty (440) informants were sampled.

Primary and secondary data were used in this study. Major attention was given to the primary data for the purpose of this study. Primary data was obtained from in-depth interviews, questionnaires and focus group discussions. The researcher collected both qualitative and quantitative data from school principals, teachers, parents and students using different data collection techniques. The researcher administered the questionnaires to the students and their teachers and conducted interviews with the principals. She also facilitated focus group discussions with the selected parents.

Data from the field was checked for correct entry, coded and then entered into the computer. The quantitative data was analyzed using the Statistical Package for Social Sciences version 20.0 (SPSS 20.0), a computer software programme. Analysis of qualitative data collected was done through thematic analysis. In addition, the report has presented selected vital quotes made by informants that were considered relevant in answering the research question. Besides, informants' views were presented indirectly through paraphrasing while ensuring that the original meaning was maintained. Qualitative data was summarized according to similarities and common themes and was used to complement the quantitative information. The analyzed qualitative data results were integrated into the quantitative data results in the results interpretation. The results obtained were presented in

frequency tables, ANOVA tables, and percentages. In essence both descriptive and inferential statistics were used in the data analysis.

## V. RESULTS AND DISCUSSION

### **Instruments return rate**

All the eight (8) targeted principals were interviewed using interview schedules, recording a response rate of 100 per cent. Forty one (41) out of the targeted forty eight (48) teachers returned completed questionnaires. This reflected a response rate of 85.4% which was fairly high. Students' questionnaires were distributed to 352 students sampled from form three and form four classes in eight (8) day secondary schools. All the questionnaires were returned but only 315(89.5%) were complete and were used for data analysis. In addition, eight (8) groups each comprising four parents who were PTA representatives participated in FGDs. The researcher was able to conduct all the eight (8) FGDs in eight (8) schools. She contacted the parents through the school principals and requested the parents to contact each other so as to help schedule the meetings. The researcher used questions as per the FGD guide with the parents, though she could sometimes probe for additional information. The parents gave their views on the parents' academic socialization activities that affect quality of education offered in their children's schools. The majority of the parents who participated in FGDs were female. They had at least primary school education. All of them were literate, hence they were able to follow instructions and participate fully in the group discussions.

Coding was done for the informants who responded to interviews and participated in FGDs. SC stands for schools and the figure 1 the school number, hence, there were 8 schools (SC1 –SC8). P1 - P8 stands for the principals in the respective schools. Similarly, PT1A stands for the first parents' representative in school 1, respectively up to PT8D which stands for the fourth parent from the eighth school.

### **Informants' characteristics**

The researcher conducted face-to-face interviews with eight school principals. Half of them were males and the other half females. Seven out of the eight principals interviewed had a bachelor's degree in education, and one had a diploma in education (Science). The interviews further revealed that all the school principals were married, six of them fell within the age bracket of 48-50 years. One was aged 46 years while the other was 58 years old. Each of the principals had a teaching experience of more than fifteen years. The eldest of the principals (P4) had a teaching experience of thirty three years.

A total of 41 teachers responded to the questionnaires. 43.9 % (18) of teachers involved in the study were aged between 25- 30 years. 24.4% were aged 31 to 35 years. The rest were above 35 years. Only 4.9% (2) of the teachers fell in age bracket of 46 – 50 years. Majority (61%) of the teachers who responded to questionnaires were male, while the rest (39%) were female. It was further established that a high majority of the teachers (61%) were married while the rest (39%) were single. Hence, the composition of teachers in regard to marital status was good for the study, especially as pertains to their views on effects of parental academic socialization in their children's education. All the teachers who responded to the questionnaires were trained. In regard to teachers' working experience, nearly half of the respondents reported a teaching experience of more than five years. Specifically, 51.2% reported that they had an experience of 1 to 5 years, 29.3% recounted an experience of 6 to 10 years while 7.3% specified that they had an experience of 11 to 15 years. In addition, 9.8% stated that they had stayed in the teaching profession for a period of 16 to 20 years and 2.4% reported an experience of 21 to 25 years.

From the research findings, it was established that out of 315 students who returned their questionnaires, 50% were boys, while 50% were girls. This means that gender parity was realized in as far as the students' responses were concerned. Hence, the outcome of the study would be impartial in terms of views of either gender. The respondents were equally distributed amid the form three and form four classes, which were the classes of concern to this study. On analyzing information about the type of family that students came from, the study revealed that 216 of the students (68.6 %) belonged to a nuclear family and lived with both parents. The study also showed that 58 students (18.4 %) lived with single parents, 34 students (10.8 %) lived in polygamous setups, while seven (2.2 %) of them were taken care of by guardians who were not their biological parents.

The researcher had discussions with eight parental focus groups of four parents each. The parents included in the discussion were PTA members who represented parents with children from form one to form four classes. The focus group sessions lasted between one to one-and-a-half hours. Nineteen (19) of the parents engaged in the discussions were males while thirteen (13) were females. They had at least primary education. Twenty seven (27) of the parents were married, while five (5) of them were single parents. In addition, twenty seven (27) of the parents were self-employed, either in farming or small businesses. Two (2) were primary school teachers, the other three were ECDE teachers (2) and one (1) veterinary officer. This is an indication that though parents were working,

majority never had any steady job. In addition, most of parents fell into a very low-income bracket. The study indicated that parents' academic socialization practices decreased, especially with children in secondary schools.

**Relationship between parents' academic socialization and students' gender**

A t – test was performed to assess the relationship between parents' academic socialization and gender of the students. It was established that the mean academic socializationscore of females was 39.14 (SD = 14.636) while that of their counterparts was 37.73 (SD = 13.626) (Table 4.1). This meant that the academic socializationfor females was higher than that of the males. However, the difference between the academic socializationscoresbetween the genders was not found to be statistically significant as the p – value was greater than .05 (P= 0.378) as shown in Table 4.2.

**Table 4. 1 Parents' Academic Socialization and Gender Group Statistics**

	Gender	N	Mean	Std. Deviation
Academic Socialization	Male	157	37.73	13.626
	Female	158	39.14	14.636

**Table 4. 2 Parents' Academic Socialization and Gender Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	2.489	.116	-.883	313	.378	-1.407	1.594
Equal variances not assumed			-.883	311.7	.378	-1.407	1.593

**Relationship between academic socialization and family type**

On analyzing information about the type of family that students came from, the study revealed that 216 of the students (68.6 %) belonged to a nuclear family and lived with both parents. The study also showed that 58 students (18.4 %) lived with single parents, 34 students (10.8 %) lived in polygamous setups, while seven (2.2 %) of them were taken care of by guardians who were not their biological parents. These results are shown in Table 4.3.

**Table4. 3Students' Family Type**

Family Type	Frequency	Percent
Single parent	58	18.4
Nuclear	216	68.6
Polygamous	34	10.8

Other	7	2.2
Total	315	100

From the FGDs, parents from SC2 and SC5 observed that some students in their schools were orphaned, others were from single parent families, while others were from polygamous families. They further noted that some of these students were committed, obedient and disciplined, though some attended school irregularly or dropped out altogether.

PT2A also had this to say:

Children of this school are so committed to their studies that they are always in school by 6.30am each school day. However, some are discouraged by the nature of problems they encounter at home since some have no parents and others have absent and / or irresponsible parents. Ninety percent of the students in this school come from extremely poor homes where parents cannot afford boarding school fees.

The above finding revealed that learners' family backgrounds varied. It was reported that some students joined school through support from their local churches, while others through non - governmental organizations (NGOs), self-help groups, CDF bursaries and their area member of parliament (MP).

PT4C described the students in these words:

Children are very obedient, disciplined and committed to studies but discouraged by parents' behaviour. They are always punctual and commit themselves to private studies even late in the evenings. If you pass by the school in the evenings, you will find them there doing their private studies.

PT1C, PT3A, PT3C, PT4B, PT5A, PT6B, and PT7D had similar sentiments. However, PT1A, PT2D, PT5D and PT8C had a different opinion. According to them,

Most students are hardworking while others are negatively aggressive. For example, they fight, insult, and have no courtesy towards teachers and other students. This puts their schools' discipline at stake. Some are however obedient.

If students possessed such negative traits as described, this would most likely affect quality of their education.

One way ANOVA was done to examine the relationship between parents' academic socialization and family type.

### Descriptive statistics

The academic socialization mean for single parent family type was 39.17 (SD = 14.74, N = 58) followed by nuclear family type with a mean of 38.80 (SD = 13.96, N = 217). Polygamous family type recorded a mean of 36.68 (SD = 14.35, N = 34) while other family types registered academic socialization mean of 28.17 (SD = 11.58, N = 6) as shown in Table 4.4.

**Table 4.4 Descriptive Statistics for Academic Socialization versus Family Type**

	N	Mean	Std. Deviation	Std. Error
Single parent	58	39.17	14.74	1.94
Nuclear	217	38.80	13.96	0.95
Polygamous	34	36.68	14.35	2.46
Other	6	28.17	11.58	4.73
Total	315	38.44	14.14	0.80

**Table 4. 5ANOVA: Relationship between Academic Socialization and Family Type**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	798.51	3	266.17	1.336	.263
Within Groups	61951.03	311	199.20		
Total	62749.54	314			

Table 4.5 shows the results of ANOVA test which revealed that family type had no significant effect on academic socialization, since  $P > 0.05$ . However, each family had an important role to play in academic socialization of their children.

**Post Hoc testing**

Multiple comparison procedures looked at all possible pairs of means to determine if each individual pairing of the family type is the same or statistically different. The table Multiple Comparisons' show that none out of six pairs vary since the P values are higher than the significant level of 0.05.

From Table 4.6, it is evident that academic socialization happens in all family types. Hence, the relationship between academic socialization and family type was not found to be statistically significant ( $P > 0.05$ ).

**Table 4. 6Multiple Comparisons on Academic Socialization and Family Type**

(I) Type of family	(J) Type of family	Mean Difference (I-J)	Std. Error	Sig.
Single parent	Nuclear	0.371	2.086	.859
	Polygamous	2.496	3.048	.414
	Other	11.006	6.053	.070
Nuclear	Single parent	-0.371	2.086	.859
	Polygamous	2.125	2.603	.415
	Other	10.635	5.841	.070
Polygamous	Single parent	-2.496	3.048	.414
	Nuclear	-2.125	2.603	.415
	Other	8.510	6.250	.174
Other	Single parent	-11.006	6.053	.070
	Nuclear	-10.635	5.841	.070
	Polygamous	-8.510	6.250	.174

**Various Informants' Views on the Extent of Parental Involvement in Academic Socialization Activities**

Teachers, principals, students and parents' representatives held the following opinions on the magnitude of parents' academic socialization activities in the education of their children in public day secondary schools of Igembe Central Sub County:



**Table 4. 7Students' Responses on Parents' Academic Socialization Activities**

Academic based Item	N	Mean	Std. Deviation
Provide secure and stable learning environment	315	3.59	1.47
Parents communicate their expectations for education and its value	315	3.51	1.48
Follow specific rules in disciplining	315	3.42	1.51
Compliment on doing well in school	315	3.39	1.51
Encourage and reward good grades	315	3.28	1.54
Gets me to help with tasks around home	315	3.23	1.44
Limit time for going out with friends	315	3.17	1.49
Parents link school work with current events, my interests and goals	315	3.12	1.46
Monitor out-of-school activities	315	3.11	1.49
Exemplary reading behaviour	315	2.90	1.51
Discuss learning strategies with me	315	2.87	1.47
Doing outdoor activities together	315	2.83	1.45

Reviewing high correlations among responses from the twelve items (Table 4.6) led the researcher to use one summated scale in looking at academic socialization activities. The answers from the twelve questions were summed to create an academic socialization scale. The range of academic socialization scale was 12 to 60. Out of the 12 items posed to the students on academic socialization, 2 items registered a mean of between 3.51 and 3.59 meaning regular involvement while 10 items enumerated a mean of between 2.83 and 3.42 implying occasional involvement as shown in Table 4.6.

From the FGDs, parents seemed aware of the importance of their role in education. All felt that their involvement would lead to betterment of their children's future lives. They would also be able to socialize their children well so as to fit well in the community. Besides, they knew that education would help them to eradicate poverty and enhance their children's independence in old age.

The findings of the study revealed that most parents had high aspirations for their children though such aspirations would change due to economic constraints and the student's abilities, especially due to low marks upon admission in form one. Parents' high social capital through engagement with the child, communication, shared values and aspirations enhances improvement of education quality in terms of, for instance, improved academic attainment, and positive changes in behaviour. However, the study found out that very few parents cared about what their children were doing in school. They hardly checked on their children's progress, as reported by principal P5:

Most of our students' parents do not care about their children's schooling. Very few check on their children's performance. They do not even ask for their children's report forms. They are never punctual in meetings attendance. They oppose any school policy on finances.

PT8B is quoted to have said,

...there is no need for good teachers and good schools if parents have no interest in their children's education and they do not provide a conducive environment for the child to learn.

From the study, it was clear that students whose parents held high expectations for them and communicated these expectations clearly made a difference in their children's school attendance, discipline and academic attainment. This resonates with findings from previous studies (Patrikakou, 2008) that adolescents' believed that they could do better at school when their families were interested in their schoolwork and expected them to succeed. This therefore, challenges the widespread view that adolescents do not want their parents involved in education at all.

PT8B added;

I talk with my daughter's teachers to find out how she is doing academically and behaviourally and I am always ready to provide for all her needs.

Regarding their expectations for their children's education, quite a number of parents displayed high expectations. For instance, PT2C expected his son to:

...become a great person in the government and society; to fill the gap that I should have occupied. That is why I work very hard and all my money goes towards his upkeep and his education.

PT3D declared:

I look forward to a time when my son would be able to support himself in future life and be able to earn a living.

Parent PT6A had similar expectations for her daughter's education. She professed:

Well, I expect that what my daughter gets from school will equip her for life. I hope that she will do well in her exams... I pray that her education will take her where she wants to go.

Parent PT2D added:

I expect my son to do well in school, join the university and later get himself a job which will make him somebody dependable in our society.

From all the FGDs it seemed that majority of the parents had high expectations of their children's education. All the parents aspired that their children did well in school and became "something". They all wanted a better life for their children, than what they themselves had.

From the principals' interviews, however, it was apparent that quite a large fraction of parents did not know what to expect of their children after school. To them, parent's expectations were never communicated to their children. Most of the principals were in agreement that some parents took their children to school just because their peers had done it. According to principal P3, majority of parents considered form four education / certificate as terminal. To him, the parents lacked preparedness for school after form four. Besides, most of the students' KCSE certificates were never collected. This is an indication that the parents were not quite interested in what happened to their children after form four. This sort of attitude frustrated the children's efforts; since they would then see no future in their education after secondary school. For example, some students had high expectations but felt limited due to a misconception that they could not qualify for some courses like medicine or engineering as long as they were from a day secondary school.

### **Effects of Academic Socialization in Promoting Quality of Education**

All the parents had high expectations of their children's education. Majority believed that education would "open doors for them" with regards to their future. All parents expressed their desire for their children to do well in school and become "something".

The researcher was keen to document some of the parents' practices that socialize their children into education and eventually improve on education quality. These majorly revolved around how these parents viewed education, as it was very likely that the parents' own attitudes would rub off on their children. Echoing views from E.g. PT1D, "I want my daughter to drive her own car one day and help me lead a better life" and parent PT3A who shared similar sentiments for his son's education by stating that:

If children are aware of their parents' expectations, then they cannot drop out of school. ...I expect my son to finish form four and go to the university to pursue a professional course.

From the above findings, it is apparent that parents recognized education to be very important as a gateway to success; one that would see their children achieve great things, lead a better life than them and even free their families from shackles of poverty.

An emphasis on academic socialization activities including parents communicating their expectations to their children, monitoring the children's out of school activities and rewarding good grades was seen to have a direct correlation with improved performance in school; since children who recorded such activities from their parents were seen to mostly get C related grades, compared to their counterparts. It was also clear from the study that with the permissiveness of the culture, most parents were failing since they did not monitor their children's social activities or follow a specific set of rules in disciplining them. This was especially true for the male children; with a parent in one of the FGDs stating in a dismissive tone, "No one minds circumcised boys."

## VI. CONCLUSION

Expanding the role of parents in their children's education has benefits to the children, their parents, and the school community. The more the parents were engaged in the education of their children, the more likely their children were to succeed in the education system. The involvement of parents in academic socialization of their secondary school children has effects on continued development, and improved performance in school. This therefore, calls for the need to sensitize 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. Through such an avenue parents can get enlightened on the activities that either directly or indirectly affect the quality of education that their children receive so they may know how to invest their energies and resources to improve education in their children's schools. Consequently, increased interactions between schools, students and their parents result in a higher quality education environment, which can be linked to better examination results, improved discipline and school completion rates.

In Igembe Central Sub County, majority of the parents of day secondary schools consider schools as places where decisions about their children's education are made by teachers. Due to this, there is minimal parental involvement in education which eventually impacts negatively on quality of education offered in public day secondary schools in the Sub County. In order to bring about change in the status quo of minimal parental involvement in secondary education, a strategic intervention is needed in public day secondary schools by all stakeholders in education. Vis a Vis the government, school teachers, school management, and even parents themselves. This is because promoting the education and skills of young people would not only expand their opportunities but could also increase their productivity with gains for their families as well as the wider economy.

## VII. RECOMMENDATIONS

- a) There is need to sensitize parents on the importance of the role they play in education of their children and encourage them so that they can be actively involved in the lives of their children.
- b) Parents should encourage their children's performance by rewarding good academic performance and behavior, monitoring their children's progress in school and even selection of friends- for purposes of discipline.
- c) Parents should also be encouraged to be good ambassadors and carry a positive image of public day secondary schools and education. In addition, everyone should know that it is easy to educate their children in public day secondary schools since school fees is less. This awareness can be created in chiefs' barazas or other community gatherings, women group meetings, and religious gatherings, among others.

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