

Parental Involvement on Pupils' Performance in Mathematics in Public Primary Schools in Kenya

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Abstract

The Ministry of Education attempts to promote quality education in schools by developing and reviewing the curriculum and other learning materials. It also builds the capacity of teachers to implement the curriculum and organizes regular supervision of schools to check on quality standards. Despite these efforts, pupils continue to perform dismally in mathematics and by large science subjects. Over the years, the performance of pupils in mathematics at the National Kenya Certificate of Primary Examination (KCPE) years has been poor. Studies have shown that parental involvement directly affects their children's mathematics achievement. Students whose parents are involved in their education are more likely to perform better in mathematics and achieve more than other students. This paper makes a deductive inquiry into the claims that parental involvement contributes significantly to achievement students in mathematics.

Keywords: Parental, Performance, Mathematics, Students, Achievement

Full text:

<https://pdfs.semanticscholar.org/ef0b/8366f0772a954e2fb92942e73e3c994751d5.pdf>