

## **Effects of Parental Monitoring On Academic Achievement of Secondary School Students in Busia Sub-County, Busia County, Kenya**

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**Abstract:** The Purpose Of This Study Is To Examine The Effects Of Parental Monitoring On Academic Achievement Of Secondary School Students In Busia Sub-County. Expost-Facto Design Was Used In This Study With A Target Population Of 23 Principals Of Secondary Schools In The Sub-County, 188 Secondary School Teachers, 5726 Students And 4295 Parents. The Research Employed Simple Random Sampling To Select Students And Parents. Purposive sampling Was Used To Select Schools. Saturated sampling Was Used To Sample Principals. All Teachers In The Sampled Schools Were Considered. This Gave A Total Of 7 Schools, 58 Teachers, 172 Students, 129 Parents, And 23 Principals. This Gave A Total Of 382 Respondents Representing 10% Of The Target Population. Questionnaires And Interview Schedules Were Used To Collect Data. Quantitative Data Collected Through Questionnaires Was Analysed Using Descriptive And Inferential Statistics With The Aid Of Statistical Package For Social Sciences (Spss) Version 22 To Generate Percentages, Frequencies, Descriptive And Inferential Statistics. Qualitative Data Was Analysed Using Thematic Analysis. The Study Found That The Effect Of Parental Monitoring And Academic Achievement Using Pearson Product Moment Correlation Showed A Strong Positive Correlation ( $R = 0.488$ ) Which Was Statistically Significant As  $P = 0.029$  ( $P < 0.05$ ).

**Keywords:** Parental Monitoring, Secondary School Students, Family-Like Schools, School-Like Families

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### **Article Outline**

1. Introduction
2. Theoretical Frame Work and Literature Review
3. Research Methodology
4. Findings And Discussions
5. Conclusion

### **I. Introduction**

Parental Monitoring In The Schooling Life Of Their Children Is A Fairly Recent Practice (Topor, 2010). Before 1970s Parental Monitoring In The Schooling Life Of Their Children Was Limited, Disorganised, Unstructured And Unplanned (Prince-Mitchell, 2011). Over A Period Of Time, Parental Monitoring Has Evolved To Put More Emphasis On Parents' Participation In The Policy Formulation, Parental Volunteering In The School, Fund Raising And Information Exchange (Ratcliff & Hunt, 2009). Parental Monitoring Is Used To Demonstrate Parental Expectations And Beliefs Regarding Academic Success And Parental Conduct At Home And In School In Order To Improve Children's Educational Performance, (Epstein, 2001).

A Number Of Researches Done On Parental Monitoring Directly Refer To The Parents' Involvement In Children's Schooling Activities. Johnson, Pugach And Hawkins (2004), Emphasize The Importance Of Collaborations Between School And Families In Order To Improve The Children's Development. The General Picture Derived From The Research Support The Assertion That Family monitoring In School Leads To Better Attendance, Higher Scores On Standardised Tests, Higher Motivation To Study, Lower Absenteeism And Improved Behaviour At Home And At School, (Epstein, 2008; Ferrara & Ferrara 2005). However Despite Its Benefits, The Research Reveals That Parent's monitoring Is Rather Limited In Many Areas As Teachers Do Not Reach Out To Parents Beyond Annual Or Semi-Annual Teacher-Parent Conferences (Chowa, Masa & Tucker, 2013).

It Was Not Until 1970s That Ivan Gordon Spearheaded Efforts To Develop The “Parent-As-Teacher” Role, Helping To Increase Children’s Academic Performance And Develop More Positive Home-School Relationships (Ivan, 1970). The Model Insisted That Teachers Must Learn From Parents As Well As Parents From Teachers, Ivan (1977) Pointed Out That Educators Needed To Develop New Attitudes Towards Parents, Including The Ability To Collaborate With Them. Data From Busia Sub-County Education Office Show That The Collaboration Envisaged By Ivan (1970) Has Either Been Low Or Lacking As Demonstrated By The Lock Outs Of Principals In Table 1.1

**Table 1: Number Of Principalsejected From Schools By Parents And Community Due To Poor Performance In National Exam**

Year	No Of Principals Ejected From School By Parents And Community
2017	2
2016	2
2015	3
2014	7
2013	5
2012	4

Source: Busia-Sub County Director Of Education Office Annual Report (2017)

Table 1 Shows That After Every Release Of National Exams Parents Raise Up Against School Principals And End Up Ejecting Them From Those Schools. This Could Have Been An Indicator That Parents And The Community Of Busia Sub-County Possibly Believe That Academic Performance Is Solemnly In The Hands Of School Principals.

**Table 2: Busia –Sub County Parental Attendance In School Open Days**

Year	Percentage Of Parents’ Attendance (%)
2017	52
2016	57
2015	54
2014	50
2013	34
2012	28
Average	45.833

Source: Busia-Sub County Director Of Education Office Annual Report 201

Table 2 Shows That The Number Of Parents Who Attend School Annual And Semi-Annual Conferences Is Low Even Though It Has Been Improving. According To Data From Busia Sub-County Education Office, Majority Of Parents Do Not Attend Open Days In School As Shown In Table 2 Above:

Academic Achievement Is A Component Of Many Factors, Ranging From Availability Of Learning Facilities, Quality Of Teaching, Learners Intelligence And The Motivation That Originates From Those Who Are Charged With The Responsibility Of Taking Care Of The Learners’ Welfare (Van Den Berg (2012). As Indicated By Topor (2010), Parental Monitoring In The Education Of The Child Can Have A Big Impact On The Academic Achievement Of The Learner Over And Above The Intelligence Of The Learner. It Was On The Basis Of This That This Research Sought To Specifically Investigate The Effects Of Parental Monitoring On Academic Achievement Of Secondary School Students In Busia Sub-County.

## **II. Theoretical Framework And Literature Review**

### **a. Theoretical Framework**

This Study Is Anchored On Epstein (1987) Theory Of Overlapping Spheres Of Influence Of Schools, Family And Community. Epstein (1987) Uses The Terms “School-Like Families” And “Family-Like Schools” To Explain The Behaviours Of Families And Schools That Believe In Each Other Importance.

This Study Used Epstein's (1987) Theory Of Overlapping Spheres Of Influence Of Schools, Family And Community As Having Shared And Similar Characteristics. Thus The Family-Like Schools Is Used By The Study To Create An Environment That Can Be Utilized By School Administration To Gain The Trust Of Secondary Students For Improved Academic Results (Mahlo And Taole, 2013). The Study Also Uses The Concept Of School-Like Families In The Theory To Ensure That Families Make Homes Full Of Learning Materials That Encourage Learners To Continue With Learning Even Away From School (Taniesha, 2015).

This Will Enable Learners To Have A Clear Focus On The Family Expectations Of Their Learning And This Can In Itself Spur Academic Achievement, This Stimulating Environment Is What Students Need For

Academic Achievement (Otewa, Role & Makwena, 2011). The Study Also Utilises Epstein (2001) Topology Suggesting That Effective Parental Monitoring Programs Should Focus On Six Key Aspects Visualising; Parenting Skills, Communication, Volunteering, Learning At Home, Decision Making And Collaboration.

#### **b. Review Of Literature**

A Number Of Related Literature Carried Out On Effects Of Parental Monitoring On Academic Achievement Of Secondary School Students Such As A Study Done By Guilamo, Jaccard, And Dittus (2010) On Parental Monitoring Of Adolescents In New York Within The Home Environment Using Conceptual Methodology, Shows That Teens Whose Parents Use Effective Monitoring Practices Are Less Likely To Make Decisions That Can Negatively Impact Their Health, Having Sex At An Early Age, Smoking Cigarettes, Drug And Alcohol Abuse And Being Physically Aggressive. The Above Research Studied The Adolescent Within A Home Environment While The Current Research Intends To Research On Secondary School Students In Both School And Home Environment, This Research Used Conceptual Methodology While The Current Research Used Theoretical Framework And Again This Research Also Looks At The Effects Of Parent Monitoring On The General Behaviour Of Adolescent Such As On Smoking, Drug And Alcohol Abuse, Irresponsible Sexual Behaviour, The Current Research Focuses On The Effects Of Parental Monitoring On Students' Academic Achievement Hence The Current Research Has Bridged This Gap In Literature.

A Study Done In New York By Paul (2014), On Exposure To Neighbourhood Danger During Childhood Using A Sample Of 1293 Children, 1282 Mothers And 1075 Fathers, Classifies Parental Monitoring To Include: Expectations Parents Have For Their Teen's Behaviour, Actions Parents Take To Keep Track Of Their Teens And Ways Parents Respond When Their Teens Breaks The Rules. Further He Found That When Children Are Exposed To Dangers During Childhood, These Dangers Permeate Multiple Dimensions Of The Child And These Were Associated With Child Aggression. The Above Review Was Conducted On Children Aged Between 3 years And 10 Years And Not Secondary School Going Age. Further The Study Used Interview To Collect Data While The Current Research Used Both Questionnaires And Interviews. The Study Also Focused On Exposure To Neighbourhood Danger On General Behaviour Response Such As Aggression And Not On Schooling And Consequently Academics; Hence The Current Study Will Fill These Gaps In Literature.

Another Study Carried Out By Ameeta (2014), On Parental Control Software, Allowed Parents To Filter Out Websites That Their Children Can See In Order To Avoid Children Being Exposed To Materials Parents Consider Unsuitable Such As Pornography, Gambling And Drugs. A Number Of Parental Tracking Applications And Services Exist For Monitoring Teen's Activity On Smart Phones. One Of Those Services Is Called Teen Safe Allows Parents To Monitor Their Children's Location, Social Media Activity, Text Messages And Call Log. "If We Do Not Know What Is Going On In The Digital World Of Our Children Then We Can't Protect Them, We Can't Guide Them" (Ameeta, 2014). Parental Rules And Monitoring Of Children's Movie Viewing May Have A Protective Influence On Children's Risk Of Smoking And Drinking, Over And Above Parental Monitoring On Non-Media Related Behaviour (Dalton, Beach, Adachi-Mejia, Longacre, Matzkin & Sargent, 2006). The Above Research Looks At How The Software Can Be Used As A Protective Device And Not How It Can Be Used To Enhance Learning And Academic Achievement For That Matter. This Research Required Parents To Subscribe To A Parental Control Application In iPhones While The Current Research Looks At The Entire Academic Life Of Adolescent Schooling Life. This Gap In Literature Is What The Current Research Has Bridged.

A Study Done By Ibis, Alvarez-Valdivia, Kenia, Barry And Schneier (2013) In Cuba On Parental Involvement And Academic Achievement Using A Sample Of 188 Children In Grade 2 And 3; Found That Parental Monitoring Was Given A Lot Of Emphasis And Parents Were Invited In Schools And Classroom At All Times According To The Superintendent Laurel Bay Schools. This Research Used Children In Grade 2 And 3 While The Current Study Uses Students In Forms Three And Four. The Study Also Used Multivariate Analysis While The Current Research Uses Bivariate Approach In Determining Empirical Relationships. The Study Indicates That Student's Experiences Would Be Best If True Partnership Is Established Between The School, Home And Community. According To Stockfish, (2013), "Time After Time And Year After Year Even Children Who Come From Struggling Financial Situations, If They Have Family Support And Parental Monitoring At Each Grade Level, Those Children Do Far Better". To Accomplish That, The Hillsborough District In Cuba Pushes A Series Of Initiatives To Get Parents Involved Including Having A Full Time Director Of Parent/Family And Community Involvement And Monitoring. Generally, This Is Lacking In Kenyan Schools.

A Study Done By Oyesojl, Adeyinka And Adedeji (2014) On The Relationship Among Emotional Intelligence, Parental Involvement And Academic Achievement Of Secondary School Students In Ibadan Nigeria Using A Sample Of 500 Senior Secondary School Students Aged Between 14 years And 18 years ( $M=16.5$ ,  $Sd=1.7$ ). Two Hypotheses Were Tested For Significance At 0.05 Margin Of Error, Using Pearson Product Moment Correlation Coefficient And Multiple Regression Statistics. In Nigeria It Was Reported That

Children Of Passive Parents Were Found To Perform Poorly Academically. Results Showed That Both Emotional Intelligence And Parental Involvement Could Predict Academic Achievement. They Asserted That The Most Accurate Predictor Of Student's Achievement Is The Extent To Which The Family And Parents In Particular Are Involved In Monitoring Their Children's Education And Not The Parent's Level Of Income. This Study Assumed Students Achievement To Be Inherent On Emotional Intelligence While The Current Study Attributes Achievement On The Type Environment Created By Parents.

When Children Are Surrounded By Caring, Capable Parents And Are Able To Enjoy Nurturing And Moderate Competitive Kinship, A Foundation For Literacy Is Built With No Difficulty, (Cotton And Wikelund, 2010). According To Cotton And Wikelund, (2010) When Parents Monitor Homework, Encourage Participation In Extracurricular Activities, Are Active In Parent Teacher Associations And Help Children Develop Plans For Their Future; Children Are More Likely To Respond And To Do Well. The Above Review Study Used A Sample Comprising Only Students Unlike The Current Study Which Proposes To Use Teachers, Principals, Parents And Students Thus Parental Monitoring Was Investigated In A Much Wider Perspective. In Addition The Research Review Was On Examining The Relationship That Existed Between The Variable Unlike In The Current Research Which Proposes To Use Ex-Post Facto Design To Examine The Effects Arising From Parental Involvement On Academic Achievement, This Is The Gap In Literature Is What The Current Study Has Bridged.

A Study By Van Den Berg (2012) On Parental Monitoring And Involvement In Primary Schools In Uganda In A Sample Of Sixteen Public Primary School In Seven Different Districts In Uganda Found That At The Height Of The Lord's Resistance Army Lra Insurgency In Northern Uganda Children Were At Extremely High Risk Of Abduction, Rape And Countless Other Atrocities. The High Level Of Insecurity Coupled With An Overwhelming Poverty Were Not Conducive For Children's Learning Or Community And Parental Engagement In Education, (Teuku, 2012). However, Since 2008, With The Return Of Relative Stability Across Northern Uganda, Parents And Communities Have Increased Their Participation In Education And Child Monitoring (Van Den Berg, 2012). This Study Used Observations And Semi Structured Interviews With Head Teachers, Teachers And Parents To Investigate Practices Used By Schools To Involve Parents.

The Study Found That There Was Lack Of Co-Operation Between Parents And Schools. Two-Way Communication Between Parents And Schools Was Absent. Only A Few Schools Created Opportunities For Parents To Volunteer In School. Moreover, The Functionality Of Parent Committees Showed Great Difference Between Schools. Finally, Not All Schools Had A Good Relationship With The Community And This Relation Seemed To Become Less Important In Urban Areas. The Above Research However Never Used Structured Questionnaires And Interview Schedules. Furthermore, The Above Research Emphasizes On The Obstacles Of Parental Involvement While The Current Research Proposes To Look At The Effects Of That Involvement On Academic Achievement Of Students. The Study Also Used A Very Big Research Area Of Seven Different Districts In Uganda While The Current Study Uses A Comparatively Small Area Of A Sub-County In Kenya. These Gaps In Literature Are What The Current Study Has Bridged. In Uganda, The Introduction Of Universal Primary Education Upe In 1997 Brought On Board Parents Who Held No Past Experience With School Involvement In Handling School Going Children. The Scoppe Project Headed By Ndidde, (2014) Outlined The Expectations Of The Roles Of A Parent As Being Key To School Going Children And Their Success In Uganda. The Current Study Was Carried Out In Kenya, A Country That Has Experienced Relative Peace Over Years And Parental Roles In Schools Are Not New. These Again Are The Gaps In Literature That Have Been Bridged By The Current Study.

A Study By Kimu (2014), On Parental Involvement In Public Primary Schools In Kenya Using A Qualitative Design By Individual Interviews And Focus Group Discussions To Collect Data The Study Found That Parents Are Their Children's Most Influential Teachers And Home Efforts By The Parents In Terms Of Their Children's Education Can Greatly Improve Pupils' Achievement. The Study Also Found That The Kenya Education Act (2013) Had Established A Mandatory Way For Parents To Pay Particular Attention To School Activities In The Education Of Their Children. This Research Used Qualitative Research Design While The Current Research Used Both Qualitative And Quantitative Research Design. This Study Was Also Conducted In Public Primary Schools And Not Secondary Schools Thus The Need For The Current Study To Establish The Effects And Make Comparisons As Children Behave Differently At Different Stages Of Development. This Gap In Literature Is What The Current Study Has Filled.

### **III. Research Methodology**

#### **c. Research Design**

This Study Used Ex-Post Facto Design. This Is Because Dependent Variable In This Case Academic Achievement Of Various Students Was Compared Based On Their Interaction With Parental Involvement Approaches. When Students Enter A Learning Cycle Like Secondary School In This Case The Dependent Variable Students Need To Be Given Time To Interact With Independent Variables For Any Change To Be

Noticed. Consequently Poor Academic Performance Is A Phenomenon That Has Already Manifested Itself. This Is The Reason For The Choice Of Samples From Forms 3 And 4 (Lammer And Bandia, 2005).

#### **d. Study Participants**

The Target Population In The Present Study Comprised Of Secondary School Students, Parents To These Students, Teachers In These Schools And Principals Of Those Schools In Busia Sub-County. According To The Director For Education Busia County Records In The Year 2017 There Were 23 Secondary Schools And The Total School Enrolment Stood At 5726, 188 Teachers And About 4295 Parents. Researcher Targeted All The 23 Secondary Schools And 30% Of The Target School Population Was Sampled According To Kothari (2004), Saturated Sampling Was Used To Select The Principals, Also Saturated Sampling Was Used To Select Teachers In The 7 Sampled Schools And Simple Random Sampling Was Used To Select 10% Of Students Out Of The Target Group. Purposive Sampling Was Used To Select Parents; This Gave Rise To 23 Principals, 58 Teachers, 172 Students In 7 Schools And 129 Parents.

#### **e. Research Instruments**

The Researcher Used Mixed Method Of Data Collection Where Both Questionnaires And Interview Schedules Was Used To Collect Data. The Questionnaire Addressed Parental Monitoring Activities. The Validity Of The Questionnaires Was Ensured By University Supervisors According To Gall (1989) That Content Validity Is Improved Through Expert Judgement. Reliability Of The Questionnaire Was Ensured By Test-Re-Test Where A Pilot Sample Was Used To Detect Possible Flaws Or Errors In The Measurement Procedures And To Identify Unclear Or Ambiguously Formulated Items. A Correlation Coefficient Greater Than 0.7 Was Considered Acceptable, And Was Adopted For The Study According To Mugenda Andmugenda (2009).

#### **f. Data Collection Procedures**

Permission To Conduct The Study Was Obtained From Jaramogiogingaodinga University Of Science And Technology And Then An Approved Research Proposal Was Forwarded To National Commission For Science, Technology And Innovation For Issuance Of Research Permit. The Researcher Informed The Respondents In The Study The Purpose Of The Study And That Their Participation Was Voluntary And Were Assured That All Their Responses Werebe Treated Anonymously.

#### **g. Data Analysis**

Quantitative Data Was Collected From 54 Teachers, 170 Students And 126 Parents From Busia Sub-County Using Questionnaires. The Statistical Package For Social Sciences (Spss) Version 22 Was Used To Analyse The Quantitative Data. The Items In The Questionnaire Were Rated On A 5-Point Likert Scale With Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2 And Strongly Disagree = 1. Descriptive Statistics Involved The Use Of percentages And Frequencies While Inferential Statistical Test Was Used To Test The Hypothesis. Pearson Product Moment Correlation Coefficient Was Used To Establish The Relationship Between The Variables. The Hypothesis Was Tested At 5% Level Of Significance In Determining Whether To Accept Or Reject The Hypothesis At A = 0.05 Level Of Significance.

### **IV. Findings And Discussions**

4.5 Overall Effects Of Parental Monitoring And Academic Achievement Of Secondary School Students.

This Study Sought To Investigate The Overall Effect Of Parental Monitoring On Academic Achievement Of Secondary School Students In Busia Sub-County. (74.7%) Of The Student Participants Cumulatively Agreed That Their Parents Monitored Whether They Attended School Regularly And That This Led To Improved Academic Performance. 70.6% Agreed That Their Parents Contact Their Teachers For Update On Their Classroom Attendance Led To Their Improved Performance. This Was Also Supported By Oyesojl, Adeyinka And Adedeji, (2014), Who Said That The Most Accurate Predictor Of Students' Achievement Was The Extent To Which The Family And Parents In Particular Were Involved In Monitoring Their Children's Education And Not The Parents' Level Of Income. Over Half Of The Respondents At 55.3% Agreed That Their Parents Made Impromptu Visits To School To Share With Their Class Teachers. Majority Of The Teacher Participants (60.8%) Agreed That There Were Signs That Specifically Showed That Parents Were Welcome To The Schools. Further, (100%) Of The Teachers Who Participated In The Study (70.4%) Agreed That There Were Programs And Policies That Encouraged Parents To Visit Their Children At Their School. Moreover, 70.3% Of Teacher Respondents Also Agreed That Their Schools Had Efforts To Involve Parents In School Activities. (84.9%) Of The Parents Respondents Strongly Agreed That They Felt Comfortable Visiting Their Children's Schools. This Is In Contrast to Olibiye (2014) Who Indicated That In The Opinion Of Male And Female Principals, There Was Little Extent Of Parental Involvement In Curriculum Implementation.

In An Interview With One Of The School Principals Offered That;

*“When The Parents Visited A School For A Face To Face Talk, He Or She Was Able To See For Him Or Herself The Progress Of Their Children And Made A Decision On The Best Way To Relate With The Learner And Collaborate With The Teacher For Good Academic Outcome Of The Learner. Although, There Were Some Mode Of Communication That Did Not Have Much Effect On Academic Progress Of The Learner, Such As When The Parent Communicate Through Letters Or Using Phone Calls’ [Principal, 3]*

**Table 3: Students Views On Parental Monitoring**

Statement	Sd	D	N	A	Sa	Total
Your Parents Monitor Whether You Regularly Attend School And That This Leads To Your Academic Improvement	9	34	0	110	17	170
Your Parents Will Spare Time To Drop You And Pick You At School When Schools Close	5.3%	20.0%	0.0%	64.7%	10.0%	100.0%
Your Parents Contact Your Teachers To Be Updated With Or Check On Your Classroom Attendance	17	110	9	34	0	170
Your Parent Do Visit Your School Frequently	10.0%	64.7%	5.3%	20.0%	0.0%	100.0%
Your Parent Makes Impromptu Visits To School To Share With Your Class Teacher	0	33	17	111	9	170
	0.0%	19.4%	10.0%	65.3%	5.3%	100.0%
	0	68	17	85	0	170
	0.0%	40.0%	10.0%	50.0%	0.0%	100.0%
	0	59	17	94	0	170
	0.0%	34.7%	10.0%	55.3%	0.0%	100.0%

Source: Research Analysis, 2016

The Results In Table 3 Showed That Student’ Respondents Agreed That Parental Monitoring As Whether Students Regularly Attended School Resulted In Improved Academic Performance Of Learners With 70.7% Students Respondents Who Agreed.

**Table 4: Teachers Views On Parental Monitoring**

Statement	Sd	D	N	A	Sa	Total
There Are Signs That Specifically Say "Parents Are Welcome"	3	16	0	24	11	54
We Know The Names Of Individual Parents	5.6%	29.6%	0.0%	44.4%	20.4%	100.0%
There Are Programs And Policies That Encourage Parents To Visit Their Children At Our School	5	11	14	19	5	54
The School Has A Procedure Of Welcoming New Parents	9.3%	20.4%	25.9%	35.2%	9.3%	100.0%
The School Has A Wide Mission For Parent Involvement	0	0	0	38	16	54
There Are Efforts To Involve Parents In School Activities	0.0%	0.0%	0.0%	70.4%	29.6%	100.0%
Individual Teachers Are Equipped With Strategies For Encouraging Parent Involvement On A Day-To-Day Basis	0	5	19	16	14	54
	0.0%	9.3%	35.2%	29.6%	25.9%	100.0%
	0	0	13	27	14	54
	0.0%	0.0%	24.1%	50.0%	25.9%	100.0%
	0	11	5	24	14	54
	0.0%	20.4%	9.3%	44.4%	25.9%	100.0%
	0	19	17	14	4	54
	0.0%	35.2%	31.5%	25.9%	7.4%	100.0%

Source: Research Analysis, 2016

The Results From Table 4 Showed That Teacher Respondents Agreed That There Was Good Teacher- Parent Relationship And That Such Relationship Can Lead To Improved Academic Achievement When Well Cultivated. This Was Demonstrated By 60.8% Of Teacher Participants Who Agreed.

**Table 5: Parents Views On Parental Monitoring**

Statement	Sd	D	N	A	Sa	Total
I Feel Comfortable Visiting My Child's School	0	0	0	19	107	126
I Always Know How Well My Child Is Doing In School	0.0%	0.0%	0.0%	15.1%	84.9%	100.0%
If My Child Misbehaves At School, I Would Know About It Soon Afterwards	0	0	6	69	51	126
Every Time My Child Does Something Well At School I Complement Him/Her	0.0%	0.0%	4.8%	54.8%	40.5%	100.0%
My Child Misses School Several Days Each Term	13	0	0	50	63	126
	10.3%	0.0%	0.0%	39.7%	50.0%	100.0%
	0	0	0	19	107	126
	0.0%	0.0%	0.0%	15.1%	84.9%	100.0%
	50	63	0	7	6	126
	39.7%	50.0%	0.0%	5.6%	4.8%	100.0%

Source: Research Analysis, 2016

Results From Table 5 Shows That Majority Of Parent Respondents Agreed That Visiting Their Children’s Schools Contributed To Improved Academic Achievement And That Parents Felt Comfortable Visiting Their Children’s Schools With A Respondent Of 84.9% Who Agreed.

**Table 4.1: Correlation Between Parental Monitoring And Academic Achievement**

Parental Monitoring	Academic Achievement	
	Pearson Correlation	.488
Sig. (2-Tailed)	.029	
N	350	

Source: *Research Analysis, 2016*

The Study Found A Strong Positive Correlation ( $R = 0.488$ ) Which Was Statistically Significant As  $P = 0.029$  ( $P < 0.05$ ). Thus The Study Rejected The Null Hypothesis And Adopted The Alternative Hypothesis Which Stated That There Was Statistically Significant Relationship Between Parental Monitoring And Academic Achievement Of Students In Secondary Schools In Busia Sub-County. This Showed That As Parental Monitoring Increased, Academic Achievement Of The Children Improved. . This Was Consistent With Stockfish, (2013) Who Stated That “Time After Time And Year After Year Even Children Who Came From Struggling Financial Situations, If They Had Family Support And Parental Monitoring At Each Grade Level, Those Children Did Far Better”. Similarly, Oyesojl, Adeyinka And Adedeji (2014) Found That Both Emotional Intelligence And Parental Involvement Could Predict Academic Achievement. This Was In Agreement To Epstein (2009), Who Asserted That There Were Many Reasons For Developing School, Family And Community Partnerships. They Improved School Programs And School Climate, Provided Family Services And Support And Increased Parents Skills And Leadership, And Connected Families With Others In The School And In The Community And Helped Teachers With Their Work. However The Main Reason To Create Such Partnerships Was To Help Youngsters Succeed In School And Later In Life.

### V. Concluding Remarks

The Study Investigated The Effects Of Parental Monitoring On Academic Achievement Of Secondary School Students. The Findings Indicated That There Was Statistically Significant Relationship Between Parental Monitoring And Academic Achievement Of Students In Secondary Schools In Busia Sub-County. The Results Showed Strong Positive Correlation Between Parental Monitoring And Academic Achievement. That Is As Parental Monitoring Increased, Academic Achievement Of The Students Improved. Parents Monitor Whether Students Regularly Attend School, Parents Sparing Some Time To Drop You And Pick You At School When Schools Close, Parents Contacting Teachers To Be Updated With Or Check On Your Classroom Attendance, Parent Making Impromptu Visits To School To Share With Their Children Class Teacher And Above All Presence Of Programs And Policies That Encourage Parents To Visit Their Children At Our School Can Lead To Improved Academic Achievement.

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