

## Abstract

This study sought to determine the parental involvement in students' learning activities on students' participation in public day secondary schools in Makueni County, Kenya. Concurrent research design of mixed methods methodology was used for the study. 250 principals, 380 Form 4 class teachers, 250 PA chair persons and 108 area chiefs formed target population. The sample size included 50 principals, 76 class teachers, 50 PA chairpersons and 20 chiefs, making a total of 196 research participants. Questionnaires, interview schedules and document analysis were the research tools. Quantitative data was analyzed using descriptive and inferential statistics. The quantitative data was presented using frequency tables and graphs while qualitative data was analyzed thematically and presented using narratives and appropriate verbatim quotes. Pearson's correlation coefficient was used to determine association /correlation between parental involvement in students' learning activities and students' participation in public day secondary schools in Makueni County. Bivariate regression analysis was used to show the influence of parental involvement in students' learning activities on the students' participation in public day secondary schools in Makueni County. The study established that parental involvement in students' learning activities positively and significantly influenced students' participation in public day secondary schools in Makueni County. The study recommended that the school administrators should organize more frequent academic clinics and PTA meetings where parents and guardians can enquire and track the learning progress of their children. Also school administrators to cultivate a strong culture where parents/ guardians visit or contact schools to follow upon their children's progress.