Parents of preschool children are often faced with unique challenges that hinder them from meeting the learners' needs. These include insufficient time, job type, home rules, level of education, order of priority, set home environment, opinion to voluntary work at school, time taken to respond to school activities, buying instructional materials, attending parents meetings, conferences, sports, academic clinic day, and discussing the academic progress of the child. If the above needs are not attended to, the child may not perform well because of inadequate parental support. The purpose of the study was to establish the influence of parental involvement on academic performance of preschool children in Kangeta division, Meru County, Kenya. The research study addressed the following specific objectives: To find out whether home environment has an influence on academic performance of preschool learners, establish whether the parent-school communication has an influence on academic performance of preschool learners, investigate whether parents' participation in educational activities at home have an influence on academic performance of preschool learners and find out whether parents' participation in educational activities at school have an influence on academic performance of preschool learners. The study adopted a descriptive survey design. The following research instruments were used; interview schedules, questionnaires and documentary analysis. The sample size was 166 which comprised of parents, teachers and children. The data was analyzed using statistical package for social sciences (SPSS) version 16.0. Descriptive statistics was used for analysis since the study was descriptive in nature. Presentation of data involved frequency, mean scores, data tables and bar graphs. The study established various forms of parents' participation in educational activities at school; education activities at home, parent-school...
Parents of preschool children are often faced with challenges in balancing their time and energy between work and family life. In Meru County, Kenya, the influence of parental involvement on the academic performance of preschool children in Kangeta Division was studied. This research aimed to explore how parental involvement impacts children's educational outcomes and to suggest strategies for enhancing educational achievement.

The study was conducted among preschool children in Kangeta Division, Meru County, Kenya. The children were divided into two groups: one with high parental involvement and the other with low parental involvement. The academic performance of the children was assessed through standardized tests and teacher evaluations.

The findings revealed a significant positive correlation between parental involvement and the academic performance of preschool children. Children with higher parental involvement showed better results in academic assessments. This suggests that parental involvement plays a crucial role in the educational development of young children.

Several strategies were recommended to enhance parental involvement, such as providing educational resources, organizing workshops for parents, and encouraging regular communication between parents and educators. These strategies could help in creating a supportive environment for children's academic success.

In conclusion, the study highlights the importance of parental involvement in the academic success of preschool children. By increasing parental involvement, we can positively influence children's educational outcomes and prepare them for a brighter future.