

An Assessment of The Influence of Home Based Parental Engagement in Support of Academic Programs on Students' Academic Performance

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Abstract: Learners' academic achievement is determined, to a large extent, by nature of operating environment and the extent to which such environment supports such achievement. Among the factors that determine suitability of learning environment is the extent of parental engagement in the learning process. The purpose of this study was to establish the influence of Parental engagement on Students' Academic Performance in Public day Secondary Schools in Bungoma South Sub-County, Kenya. The study sought to; assess the influence of home based parental engagement on learners' academic achievement in public day secondary schools in Bungoma South Sub-County, Bungoma County, Kenya. The study was guided by Theory of Parental Involvement (TPI). Descriptive research design was embraced by the study. The target population comprised of 4,557 form four students 50 school principals, 120 form four class teachers and 120 form four class parents' representatives. Primary data was collected using questionnaires and interview schedules while secondary data was collected using document analysis. The sample size contained 15 form four class teachers and 15 Parents Representatives each drawn from each school, 5 principals and 368 form four students making a total of 403 respondents. The respondents were selected using purposive, proportionate and simple random sampling techniques. Research tools were checked for validity through consultation with course supervisors. The reliability of the questionnaire was improved using Pearson Product Moment Correlation Coefficient formulae. Piloting was done in three schools in the neighbouring Bungoma Central Sub-County. SPSS version 23 was used to analyze quantitative data. The study found that there was no significant difference between home based parental engagement and students' academic achievement. The study further established that parental engagement in students learning activities was weak particularly in activities such as monitoring homework, supporting motivation programs and prompt payment of school levies. As such, students' academic achievement was low. The study calls for creation of awareness among parents and community members on the need to support students' learning activities at home. Similarly school administrations are required to formulate policies to strengthen and entrench parental engagement and community collaboration in their schools.

Key Words: Parental engagement, Academic performance, Bungoma County, Home Based academic activities,

I. INTRODUCTION

Learners' academic achievement is a matter of serious concern to stakeholders in education sector. To realize good academic performance, it is critically important to

identify factors that enhance it. Anthony & Ogg, (2019) established that parental engagement contributes to higher achievements in three ways; developing attitudes and behaviour that promote learning at school and strengthening certain aspects of curriculum delivery in the classroom. Furthermore, researchers strongly advocate for parental engagement to bolster achievements (Echaune *et al*, 2015 and sheldon 2012).

However, there is no unanimity among researchers with regards to the influence of parental engagement at home on learner achievement. Wang and Sheikh- Khalil (2014) and Castro *et al*, (2015) are of the view that parental support of learning activities at home positively influences academic performance. Other studies find little or negatives associations (Shumow *et al*, 2011 and Sheldon, 2012). While some studies ended up with mixed findings (McNeal, 2014).

Home based parental engagement entails helping the child with homework, creating a conducive home environment for learning and providing learning materials at home among other parental responsibilities (Jeynes, 2016).

Learners' school achievement determines the success or otherwise of school programs and activities. No wonder, academic' achievement is a matter of serious concern not only to families and schools but also to entire communities. Wong *et al.*, (2017) defines academic performance as knowledge gained, which is assessed by marks by a teacher and / or educational goals set by students and teachers to be achieved over a specific period of time. The measurement of academic performance is done by use of tests and examinations which may be developed at school level or set by an external body such the Kenya National Examinations Council (KNEC). Good academic performance is the ultimate goal of all activities within the school system, one of which is parental engagement.

However, parental behaviour and activities meant to promote learning ought to be executed in a balanced manner considering the aforementioned disagreement among scholars regarding the impact they might have on the learning process. On homework for instance, Boonk *et al*. (2021) contend that parental support enhances a child's academic performance. On the contrary, Barger *et al*. (2019) opine that parental support in homework is actually negatively correlated with leaner school achievement.

According to them, weak students constitute a majority of children reaching out to parents for help in homework. They are various ways through which parents contribute to their children's academic success, one of which is providing socio-psychological support. Parents can help children develop skills and strategies for dealing with challenges related to academic work and motivate them through commending and appreciating progress made (Crosnoe & Ressler (2019).

Benner & Quirk (2020), in a study on the impact of parental engagement on academic achievement of African American students, opined that parental engagement brings about positive academic, social and behavioral outcomes in students. Despite these benefits, parental engagement calls for continuous vigilance especially during transition periods in the education system. Transiting from elementary to secondary school is characterized by a significant drop in academic performance for many teenagers, as well as undesirable behavior and mental instability (Benner and Quirk (2020). Consequently, parental engagement is most needed to give students support and confidence required to navigate this challenging period and realize academic success.

Ntekane (2018) study undertaken in Nigeria, established that parental engagement has benefits such as better student behavior, higher teacher morale and positive student-teacher relationship all of which contribute to better academic performance. In addition, Zenda *et al.*, (2018) examined the contribution parents make to the education of their children in public schools in Nigeria. Most parental engagement activities require considerable amounts of resources to execute and as such effective parental engagement is a challenge in low income families (Zenda *et al.*, 2018).

Habumuremyi, (2020) explored the influence of parental engagement on learner academic performance in Rwanda. He underscored the importance of home-school communication in enhancing a child's school achievement. This communication holds the child accountable for their learning because they understand that their progress is being monitored. The study results show that parental engagement has positive impact on students' academic achievements. Muigai (2018) investigated the extent of parental involvement in primary schools in Kenya. He observes that, to a large extent, parental involvement has been limited to financial contributions and teacher-parent meetings. The study recommends implementation of effective strategies for successful curriculum delivery.

The government of Kenya, through an act of parliament, (section 51 sub sections 1) has allowed parents representation in school management (PTA and BOM). However, there is a need for research to guide policy makers at school level in developing parental engagement programs that have the greatest positive impact on a child's school achievement.

II. LITERATURE REVIEW

Parental engagement refers to activities carried out by the parents which are geared towards boosting the child's motivation and enhancing their classroom achievement. It

comprises various practices which presents difficulties defining to define it (Wang *et al.*, 2019). There are six forms of parental engagement: parenting, communicating, volunteering, learning at home, decision making and collaborating with the community (Epstein, 2018).

Two broad categories of parental engagement have been identified namely; school based parental engagement and home based parental engagement (Sheldon, 2012). Home based parental engagement is associated with parental practices such as expressing high expectations, provision of facilities for effective studies and monitoring the child's homework among others.

Measurement of home based parental engagement is done by examining practices such as provision of supplementary learning materials and supporting the undertaking of homework among other activities (,Wang *et al.*,2019).

Earlier research has sought to examine the impact of home based parental engagement on children's educational outcomes. Castro *et al.*, (2015) established that home parental support has significant influence on learners' achievement. However, Galindo, (2012) found that home based parental engagement had little or influence.

Wang and sheikh-Khalil (2014) established that parental support of learning activities at home is positively correlated with Grade Point Average (GPA). On the contrary, Shumow and Miller (2001) had found a negative relationship between homes based parental engagement and GPA. On the other hand,, Shumow *et al* (2011) failed to establish a noteworthy association between parental support of learning activities at home and science grades.

The explanation behind this discordance in the findings could be traced to the disparities in measurement procedures and lack of unanimity on what parental engagement actually means. Whereas some researchers employed one measurement procedure, (e.g. Klinger *et al.*, , 2022) others employed an index that comprised of several parental engagement practices, such as attending academic clinics and supporting PTA Programs (e.g. Wang and Sheikh Khalil, 2014). The use of a variety of parental engagement practices presents serious challenges evaluating the impact of specific parental engagement activities.

Furthermore, the findings may vary depending on the subjects. For instance parental supervision of the undertaking of home assignments is positively and significantly related to a reading achievement (Klinger *et al.*, , 2022). As such, it is of critical necessity to put into consideration the outcome variables to fully conceptualize the influence of parental engagement.

The manner in which parents participate in the learning process may vary depending on the children's school level (Patel *et al*, 2013). For instance children in primary schools, preparing for transition to secondary schools, and those in Grade one and two, learning basics, require different forms of parental engagement. Similarly, in comparison with children in primary school, learners, in secondary schools are at a higher of

cognitive growth, and are less reliant on their parents for constant guidance and direction in their learning activities (Hill and Tyson, 2019).

In view of these findings, the degree of the impact of parental participation in a child's learning process is pegged on developmental changes. Therefore, Dempsey (1995) argues that parental engagement has to fit the child's age bracket as well as be considered relevant by the child for it to have the envisaged desirable effect. The challenge arising from previous studies is that they bundled data on learning at different.

Parental participation in children's learning activities benefits children's more by enhancing their commitment to academic work than having immediate impact on classroom performance (Mc Neal, 2014). Several studies have highlighted the critical role of academic socialization by parents in children's school achievement. When parents attach a lot of seriousness to and express serious concerns about school achievement, children appreciate the importance of education and demonstrate greater commitment to their school work.

As a matter of fact, researchers have established a clear association between parental participation in learning activities at home and children's enhanced morale and commitment to school work (Simpkins et al., 2015). Children whose parents are fully engaged in their learning activities have higher academic aspirations (Frostick et al., 2016). For instance Spera (2006) asserts that parental supervision of the undertaking of homework and making follow ups with teachers on the child's progress enhances the child's commitment to school work and significantly improves the attitude towards school and teachers.

Similarly, Simpkins et al., (2015) established that parental participation in subjects as Chemistry and Physics determined the importance the child attached to these subjects. Wang (2015) found that close supervision of learning activities and keeping a close eye on things such as the company the child keeps and their general behavior is positively associated with educational aspiration.

Parental engagement involves tapping the strength of individual families to promote learning and creating conducive home learning environment (Ledwaba, (2022). Home-based parental engagement entails helping students with homework, having conversation with the child about school, expressing expectations, motivating the child to pursue academic success and providing an environment conducive for learning (Nesperance, 2019). Alwi (2019) study found if parents support their children at home, they perform better academically.

Darko-Asumadu and Sika-Bright (2020) study revealed that parents were not helping their children with homework because of their low level of education. It is the responsibility of parents to ensure that their children have ample time at home and a conducive environment to do their homework (Nesperance, 2019). These studies show that children whose parents look at their homework and support them to have it done successfully have good academic outcomes. These studies further show that

homework reinforces and supplements what is done in the classroom.

The study by Hsieh, (2022) reveal that a parent's expectation has a stronger effect on the learners' classroom performance than parental control. Students from homes with democratic parenting style perform better in school than their peers from homes with a more controlling parenting style. Parental engagement styles have an effect on academic performance at individual and school level.

III. MATERIALS AND METHODOLOGY

3.1 Research Design

This study embraced mixed system research paradigm that triangulated cross-sectional survey design and phenomenological study design.

3.2 Study Area

The study was conducted in Bungoma South Sub-County in Bungoma County, Kenya. Bungoma South Sub-County is one of the 9 Sub-Counties that make up the larger Bungoma County. The location has urban, semi-urban and rural settings and so is ideal for the study. Bungoma South Sub-County lies between latitude $0^{\circ} 42.30'$ north and longitude $34^{\circ}40'$ east. The region borders Bumula Sub-county to the West, Bungoma Central sub-county to the north, Webuye West Sub County to the east, and parts of Kakamega County to the south. The study location covers a geographical coverage of 318.5 Km².

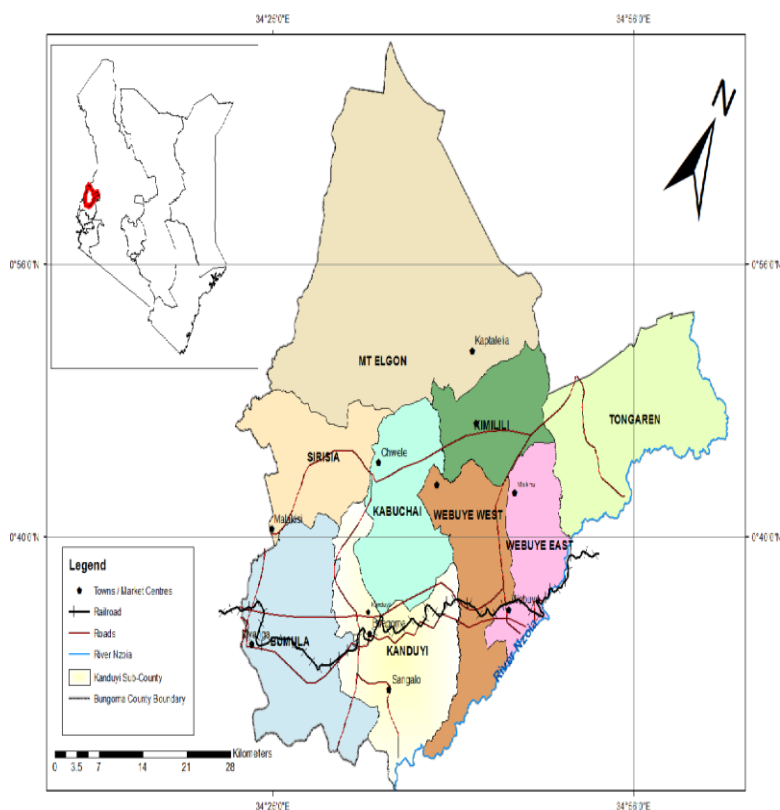


Figure 1: map of Bungoma County showing Study Locale

Source: Bungoma County Intergrated Development Plan

Primary data was collected using questionnaires and interview schedules while secondary data was collected using document analysis guide. The sample size contained 15 form four class teachers and 15 Parents Representatives each drawn from each school, 5 principals and 368 form four students making a total of 403 respondents. The respondents were drawn using purposive, proportionate and simple random sampling techniques.

Research tools were checked for validity through consultation with course supervisors. The reliability of the questionnaire was improved through Pearson Product Moment Correlation Coefficient formulae. Piloting was done in three schools in the neighboring Bungoma Central Sub-County. SPSS version 23 was used to analyze quantitative data. The principals and class teachers were selected using proportionate, purposive and simple random sampling techniques and convenience (in institutions that had more than one stream). Purposive sampling was meant to enable the researcher to use cases that could have relevant information to answer research questions in order to enable the researcher meet objectives of the study with simple random sampling meant to give each element in the sample equal chances of being included in the study (Maina, 2012).

IV. RESULTS, FINDINGS AND DISCUSSIONS

Home based parental Engagement on students' Academic Performance

The paper examines the influence of home based parental engagement on students' academic achievement in public secondary schools of Bungoma South Sub- County. The study aimed at testing null hypothesis stating that; there is no significant difference between home based parental engagement in support of School Programs and students' academic performance in public day schools in South Bungoma Sub-County. Several questions were put to students' respondents, form four class teachers and Principals of public day secondary school shown below.

Table 1: Descriptive Statistics on Home Based Parental Engagement and Students' Academic Achievement

Variable Statement	Mean	Std. Deviation	Skewness	Kurtosis
Parental purchase supplementary books	3.4625	1.41078	-.522	1.173
Parental monitoring of homework	3.7417	1.30314	-.662	-.880
Parental provision of study rooms	3.5075	1.35241	-.413	1.226
Parental exemption of domestic chores	3.6156	1.27156	-.796	-.488
Parental check of school works	4.1471	1.15489	-.735	-.626
Parental engagement of private tutors	4.1832	.66275	-1.595	6.122
Parental advice on nature of friends to keep	2.1351	1.35224	-.088	1.461
Valid N (listwise)				

Table 1 presents findings on various study variables that were under investigation on home based parental engagement in

support of students' learning activities on 1-5 Likert Scale with Score 1 standing for Strongly Agree and 5 standing for Strongly Disagree. The table reveals that all the study variables had a mean range above 3.0 except parental advice on nature of friends to keep. The skewness and Kurtosis values of all the variables were in the in a range of ± 3 meaning that the data was fit for further descriptive analysis.

The study results on provision of supplementary learning materials for students while at home had a mean agreement 3.4625 with a SD of 1.41078. This meant that most parents were not providing supplementary learning materials for support of education of their children. This finding could be an indicator that despite high literacy levels among parents that gave them ability to appreciate the importance of education and the need to support such activities, parents were likely to be facing financial constraints, a key determinant of affordability of purchase of materials that support learning activities. This situation could be traced to lack of as stable financial base. Affirming the same position all principals (100%) were in agreement that most parents in the community faced a big challenge supporting education activities of their children due to financial constraints they experienced. The above testimony was a clear demonstration that parental engagement in supporting educational activities was constrained by lack of stable a financial base. This was an issue that was likely to have compromised academic achievement of majority of students.

Parental monitoring of homework had a mean of 3.7417 of and a SD 1.30314. The findings point towards minimal parental involvement in the monitoring of the undertaking of homework by their children. The minimal involvement could be a pointer that majority of parents despite having at least form four level of education did not feel knowledgeable or competent enough to help and guide their children in undertaking homework. It is also likely that parent's time was consumed by other activities in the home or workplace. These findings are similar to Oni (2018) who observed that in most families whose children record impressive academic achievement in school, parents contribute to the same by setting up to routine to guide activities of their children including the doing of homework. Monitoring of children's homework by parents has been identified to be a critical element that parents can embrace in order to promote academic achievement of their children.

An investigation into Parental provision of study rooms as part of provision of favorable learning environment had a mean response of 3.5075 and a SD of 1.35241. This indicates that majority of students were likely to be undertaking their studies in rooms shared with other family members who were likely to have engaged in other non-learning activities such as watching of Television or other non-academic issues. Students undertaking of studies in a normal room with other family members is likely to have deleterious effect on students' academic achievement. This is due to the fact that other family members are likely to be engaged in other activities that may destructive to the level of students' concentration, a critical element in the learning process.

Response on Parental exemption of domestic chores had a mean response of 3.6156 and a SD of 1.27156. This findings attest fact that most students in day schools were engaged in domestic duties while at home assisting parents in discharge of various duties, a situation that was likely to put them in disadvantageous position compared to their counterparts in boarding school with the girls even likely to be major victims due to more involving domestic chores such as cooking.

Various studies attest to the fact that burdening of a student with other domestic chores is likely to make them develop negative attitude towards learning. Similarly, Zan and Martino (2008) established that various factors determine the willingness to learn by engaging in learning any task. These factors influence ability and willingness to learn, the level of engagement, interest, personal effort whose absence make learning ineffective. This situation could be depicted in low quality grades.

Parental checking of school work is important in providing information on the effectiveness of the learning process. Inquiry of this yielded a mean of 3.7477 and a SD of 1.15489. This finding is a clear pointer that a minimal number of parents took their time to go through the books of their children, an indicator that tracking of learning activities as an option of evaluation of the leaning process by parents was not fully being explored.

An item on engagement of private tutors had a mean response of 4.1832 and a SD of 0. 66275. This was the worst score among the study variables that were under investigation. The results revealed that parental support in engagement of private tutors to assist students while at home was generally low. Private tutoring has emerged as a culture in several places, a situation that has seen both the schools and parents embrace it as a tradition (Baker *et al.*, 2001).

Parental advice on nature of friends to keep was the last variable of investigation on home based parental involvement. Results had a mean of 2.1351 and a SD of 1. 35224. This variable was the highest ranked by students on home based parental engagement of students in the learning process. This finding meant that the main concern of parents was the company of the friends their children kept. Concern of Children Company is important as peer influence may sway a child from engagement in more productive activities such as learning.

Inferential Statistics of Home based Parental Engagement on students' academic Performance

The study correlated home based parental engagement and student academic achievement. The findings are given in Table 2.

Table 2: Correlation of various variables relating to Home based Parental Engagement and Student's Academic Achievement

Variable statement		Correlations							
		(X1)	X2	X3	X4	X5	X6	X7	X8
parental purchase of supplementary materials at home(X1)	Pearson Correlation	1							
	Sig. (2-tailed)								
	N	333							
parental monitoring of homework(X2)	Pearson Correlation	.654**	1						
	Sig. (2-tailed)	.000							
	N	333	333						
Parental exemption from domestic chores(X3)	Pearson Correlation	.704**	.924**	1					
	Sig. (2-tailed)	.000	.000						
	N	333	333	333					
Parental set up of study room(X4)	Pearson Correlation	.833**	.852**	.888**	1				
	Sig. (2-tailed)	.000	.000	.000					
	N	333	333	333	333				
parental advice of nature of friends to keep(X5)	Pearson Correlation	.734**	.573**	.659**	.681**	1			
	Sig. (2-tailed)	.000	.000	.000	.000				
	N	333	333	333	333	333			
parental engagement of private tutors(X6)	Pearson Correlation	.668**	.931**	.815**	.655**	1			
	Sig. (2-tailed)	.000	.000	.000	.000	.000			
	N	333	333	333	333	333	333		
parental checking of school work(X7)	Pearson Correlation	.638**	.893**	.888**	.807**	.606**	.831**	1	
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
	N	333	333	333	333	333	333	333	333
Parental engagement and academic achievement(X8)	Pearson Correlation	.833**	.767**	.715**	.847**	.707**	.684**	.697**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000
	N	333	333	333	333	333	333	333	333

** . Correlation is significant at the 0.01 level (2-tailed).

The findings in Table 2 showing correlation between parental engagement and students' academic achievement reveals that there is high correlation between the two study variables. The variables under investigation show a two tailed test running from 0.654 to 0.833. Correlation is highest between set up of private study rooms and academic achievement (.833). Therefore the findings in Table 2 revealed that there is significant correlation between various variables relating to home based parental engagement in support of students learning activities and students' academic achievement. This meant that home based parental support of students' academic programs has significant influence on students' academic achievement.

However, despite the above findings, the study sought to establish the extent of influence of the independent on dependent study variables (students' academic achievement). The data to address this, was obtained by running regression analysis and generation of regression model summary (Tables 3 and 4).

Table 3: Regression Analysis of the influence of parental engagement and students' academic performance

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.013	.165		6.153	.000
parental purchase of books	.333	.043	.341	7.682	.000
parental monitoring of homework	.829	.079	.701	10.487	.000
Parental exemption of domestic chores	.793	.106	.656	7.505	.000
Set up of study room	.503	.070	.460	7.226	.000
parental advice on company	.273	.042	.226	6.507	.000
Hire of tutor	-.067	.084	.050	.793	.428
Parental check of school work	-.048	.080	.032	.605	.546

a. Dependent Variable: Parental engagement and academic achievement

The results in Table 3 show the influence of independent study variables have on dependent variable. An evaluation of whether one variable has more significant influence compared to another is done by examining the *p* value significance column. When the value of *p* is more than 0.05, it means that the variable has less significant influence. However, when the *p* value is less than 0.05 it means that the variable has more significant influence (Chepkoech, 2021).

Therefore the results in table 3 reveal that all variables on parental engagement had significant influence on learners' academic performance except hiring of tutors and parental

checking of school work, which have their *p* values of 0.428 and 0.546 respectively, values which are above 0.05.

Table 4: Summary of Regression Model on influence of Home Based Parental engagement on Students' Academic Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.920 ^a	.847	.843	.48608

The purpose of regression analysis model is to show the relationship between independent and dependent variables. Table 4 shows the values R and R². The values run from -1 to 1 with the closer the values are to 1 implying the closer the relationship. The value R shows how much of dependent variable "students' academic achievement" can be attributed to independent study variables (home based parental engagement). The value R is 0.920 which depicts a very high correlation among the variables. The value of adjusted R² is basically for neutralization of R² so that it may assume appropriate fit model of the population. From Table 3 the value of adjusted R is 0.843, a revelation that 84.3% of dependent study variable is caused by independent study variables. On basis of findings from Table 3 and Table 4, one could reasonably conclude that there is significant relationships between the variables.

However, the validity of findings is affected by the adequacy of the sample. As such, prior to drawing conclusion it was necessary to undertake a test to ascertain adequacy of the sample. This involved undertaking of Keiser-Meiyer-Olkin (KMO) and Bartlett's Test of Sphericity. The results are shown in table 5.

Table 5: KMO Bartlett's Test of Sampling adequacy and Correlation among Variables on Home based Parental support of Students Learning Activities

Kaiser-Meyer-Olkin of Measure adequacy of Sampling		.769
Bartlett's Test of sphericity	Approx. Chi-Square	
	Df	3
	Significance	.000

The findings in Table 5 shows KMO measure of sampling adequacy on variables on correlation coefficients against partial correlation factor. The values range from 0-1, and the closer the values are to 1 the better the indication that a factor analysis of the variable is good. Chepkoech (2021) quoting Ford *et al*, (1986) recommended a value of 0.6 as minimum. As revealed in Table 5 the KMO for the sample was .0.769. The test therefore showed that the sample chosen was satisfactory to be used for further analysis of the study.

Bartlett's test of sphericity is used in evaluation of the null hypothesis that the variables in the population correlation matrix are unrelated was carried out. Table 5 shows that observed significant level was .000 which was small enough to reject the hypothesis. This finding indicated that the strength of the connection among the variables under investigation is

significant. The purpose of inferential statistics for this section was to evaluate the following null hypothesis:

H₀₁: There is no significant difference between home based parental engagement and students' academic performance in public day schools in South Bungoma Sub-County.

Therefore on basis of these findings of regression analysis on influence of home based parental engagement and students' academic performance in Table 3 and findings on the level of influence of independent variables shown in Table 4, alongside conviction that the sample taken and relationship between variables is significant the hypothesis was accepted. This meant that home based parental engagement had significant influence on students' academic achievement.

The above findings are in agreement with the works of earlier researchers. Thurairaja *et al.*, (2018) found that the parents involvement in support of education activities had significant influence on learners academic achievement, The involvement was viewed in terms of how the parents ensured conducive environment was set and various supports given by the parent in support of learning activities such as provision of learning materials. The study found that where the parents were actively involved, students' achievement was higher.

Similarly, Bernard (2004), found that parental involvement plays a significant role in the development of child's character which is dependably linked to child's academic achievement. Parental engagement in child's learning process is evaluated on the basis of the extent to which the parent is willing to part time and resources towards children's education.

V. CONCLUSION

On the basis of these study findings, the paper concludes that there is no significant difference between home based Parental engagement and children's academic achievement. Home based parental engagement reflected in activities such as provision of facilities for private studies, monitoring of homework, allowing adequate time for learning activities and provision of supplementary learning materials was the major determinant of students' academic achievement. However, the level of engagement of parents in learning activities among children in public day secondary schools is generally low.

VI. RECOMMENDATIONS

- There is need for creation of awareness among parents on the need to establish a conducive home environment that can enhance their children's Academic achievement.
- Similarly, school administrations should formulate policies that can entrench and strengthen parental participation in children's education, such as home visits by teachers, and creation of a welcoming school environment that can promote parent-teacher partnerships.

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CONFLICT OF INTEREST

The author(s) declares no conflict of interest.

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