

Parental Involvement in School Leadership and Influence on Pupils' Performance in Kenya Certificate of Primary Education in Public Schools, Nyamira County

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ABSTRACT

Parental involvement plays a significant role in the educational sector, as the involvement works to influence pupils' academic success. Despite the role of parental involvement in School Leadership to ensure learners' academic success, the existence of harmonious relationships between parents and teachers remains a challenge both internationally and locally. The purpose of this study was to find parental involvement in school leadership and its influence on performance in the Kenya Certificate of Primary Education in public schools in Nyamira County, Kenya. The study was guided by the objective Parental Involvement in School Leadership and Influence on Pupils' Performance in Kenya Certificate of Primary Education in Nyamira County, Kenya. The study adopted a convergent parallel mixed-methods design and employed the Epstein theory of family, school, and community partnerships. The target population for the study consisted of 2364 respondents from 394 targeted schools. These consisted of 394 head teachers, 394 class eight teachers, 394 parents, and 1182 pupils. These were drawn from 394 public primary schools in Nyamira County. Stratified random sampling was used to stratify schools in their respective sub counties, and purposive sampling was used to select single-streamed schools. Then head teachers were sampled on the basis of schools. Parents were not only sampled on the basis of schools; but they were also sampled purposefully to select chairpersons for parents' associations. Teachers were sampled purposefully, and pupils were sampled using simple random sampling, purposeful sampling techniques and stratified sampling. The sample size for the study consisted of 354 respondents. Interview schedules were used to collect data from head teachers and parents, while questionnaires were used for teachers and pupils. Qualitative data were captured, organised, and analysed into themes, thereby reporting the views of respondents thematically. Quantitative data were analysed statistically using frequency, means, percentages, and standard deviation. The Pearson product moment was used to relate independent variables to dependent variables. The study found that parents' involvement in school leadership influences performance at a significant level ($p = 0.0001$). However, the study found that parental involvement in school leadership in Nyamira County was weak. The study concluded that parental involvement in pupils' learning influences academic performance, but parents and schools have not embraced parents' involvement in pupils' learning. Therefore, parental involvement in pupils' learning in Nyamira County was weak.

Keywords: School Leadership, Involvement, Performance in KCPE

INTRODUCTION

Singh and Allison (2016) showed that school head teachers hold school meetings with parents and teachers to make decisions that influence pupils' learning performance. In the forums, head teachers unite parents with teachers in specifying and allocating respective responsibilities that inspire pupils' academic performance. The study acknowledged school leadership as nurturing high performance by engaging parental input. Parents and teachers shared common responsibilities in pupils' education and endeavoured to build one another's capacities in setting academic targets. However, the study noted parental-teacher involvement as failing to arrive at resolutions on pupils' discipline, teacher motivation reward, and management of school resources. This influenced the opposition between schools and families. The study also observed that once parents get acquainted with a head teacher, they collude and mismanage school resources, and this generally affects learning and academic standards (Reid, 2006). The current study investigates parents' involvement in pupils' learning and its influence on performance in KCPE.

Candis (2016) observes school leadership as key to engaging parents and teachers in learners' educational success. Parents acquainted with teachers are consistent in implementing decisions, leading to high academic performance. Parental inclusion in school leadership influences stakeholders in schools to outline responsibilities and share them to influence pupils' learning to achieve high performance. Leadership involving regular meetings with parents and teachers strengthens engaging pupils to score high grades (Department of Education, 2004). The findings noted that school head teachers strengthen pupils' performance by involving parents and teachers in motivational reward to teachers in whose subjects; pupils do register high scores and grades. However, teachers claimed that the sustainability of the practice was not assured. The scenario lowered teachers' work morale and resulted in dismal performance. This study finds parental involvement in pupils' learning and influence on academic performance.

Antoniou (2013) noted that the leadership of a school operates to create a conducive learning environment for better performance. The head teachers invite parents to school to get information on pupils' learning performance standards. The forum allocates and shares responsibilities that work to raise performance. The study noted that school heads uniting parent-teacher as a strong base for pupils' education. These strengthened involvements between teachers and parents are associated with improved pupils' academic performance. However, the study found that head teachers impose decisions on teachers and parents without mutual consent, which attracted wrangles. Besides, the study pointed out that a head teacher might have good leadership skills in engaging parents in schools, but if he or she belongs to a different denominational faith than that in which the school is founded, the sponsor of the school he or she heads fails to support them, and this influences school politics that disrupt learning. This greatly works against education standards and academic performance. Dina (2013) points out that head teachers are neither involved nor trained in making challenging educational reforms. This renders them incapable of guiding parents and teachers on the implementation of sound educational decisions to support pupils' education. The problem is coupled with head teachers' lack of communication and listening skills that help parents and teachers navigate problems relating to low learners' academic performance. The situation lowers stakeholders' confidence in school leadership and thus creates conflict. The current study investigates parents' involvement in pupils' learning and its influence on KCPE performance in public primary schools in Nyamira County, Kenya.

Internationally and locally, conflict between parents and teachers is evident in schools. For this reason, President Obama, on April 29, 2009, noted the greatest ingredient in school performance as the teacher but pointed to the parent as the single biggest ingredient enhancing learner education and performance (Rothstein, 2010). Little information is mentioned on how to improve and maintain the quality of parents' involvement in pupils' learning by working harmoniously with teachers to influence learning performance.

This calls for a study in the area.

Purpose of the Study

The purpose of this study is to find parental involvement in school leadership and its influence on academic performance in KCPE in public primary schools in Nyamira County, Kenya. With the view of predicting how, the problem might be used to improve and maintain the quality of parental involvement in school leadership so as to enhance academic performance.

Objective of the Study

Parental involvement in school leadership influences performance in KCPE in public primary schools in Nyamira County, Kenya.

Significance of the Study

The findings of this study may be used by policymakers as a reference point to strengthen parental involvement in pupils' learning to enhance the quality of education in schools and pupils' academic performance. This is achieved by adopting the strategies discussed in this study to seal loopholes and shortcomings experienced in the involvement. School administrators may acquire a better understanding of families' backgrounds and diversity, therefore being able to effectively work with parents of diverse backgrounds to enhance pupils' academic performance. Further, school administrators may form deeper respect for parental ability in enhancing pupils' education and time spent in engagement with schools to better pupils' academic performance. Administrators of schools might develop new strategies of communication and interaction with parents to promote the quality of pupils' learning. This may initiate new experiences and support from parents, thus increasing head teachers' job satisfaction.

The study might enable parents to increase participation in school activities, interact with teachers on learners' education, and interact with their children in addressing academic concerns. Parents will become more receptive and sensitive to children's social, emotional, and intellectual development needs. By gaining more knowledge of children's development, parents may be more affectionate in adopting strategies that address pupils' academic needs. Pupils may adhere to parental and schools' authority, thus developing an interest in learning, attending school regularly, and actively participating in class, thereby increasing academic performance.

This study will be of great use to the competency-based curriculum (CBC). This is because the curriculum calls for parental involvement in learners' education. The study will therefore inform stakeholders on the areas where parental input is required to administratively address learner's academic concerns for pupils to attain high academic performance.

Theoretical Framework

This study is guided by Epstein's (2003) theory of school, family, and community partnerships. Epstein's theory focuses on six levels of parents' involvement in promoting pupils' academic performance. However, the present study focuses only on decision-making to acknowledge the influence of parental involvement in school leadership.

The theory points out that parents' involvement in school leadership unites, inspires, and guides school stakeholders to commit pupils focus to their studies. The position guarantees pupils' learning esteem to realise high performance (Epstein & Sanders, 2006). The theory argues that the head teacher holds regular

meetings with parents, and teachers pursue well-planned allocation and management of learning resources for pupils' academic success.

Epstein (2003) notes the involvement of parents with teachers in school leadership as empowering their capacities to understand pupils' learning concerns. The involvement of parents and teachers, guided by allegiance of purpose, works with head teachers to implement decisions that influence learning and realise high academic performance. Parental involvement consults with school leadership to set academic goals and targets that lead to high academic scores and performance. In this understanding, parents assist in providing learning resources to support pupils learning. Epstein argues that school leadership enables coach leadership, where the victory of a team is celebrated by all the members rather than the coach alone. The coach creates an enabling environment for members to take victory, so the school head does the same for parent-teacher involvement to influence high academic performance among pupils.

RESEARCH DESIGN AND METHODOLOGY

The section below presents research design and methodology, the variables, locale, target population, sampling techniques and sample size, research instruments and data analysis.

Research Design

The study adopted a convergent parallel mixed method design. The design allows for the collection of qualitative and quantitative data to take place simultaneously, but analyse them separately, and then compare or relate the findings, which are then merged to get the overall interpretation. Convergent parallel research design enables the collection of rich and detailed data that provides a comprehensive understanding of the research problem. Contradictions or incompatible findings were then explained (Cresswell, 2013). This study therefore collected qualitative and quantitative data separately but concurrently and analyse them separately. The findings from qualitative and quantitative data were compared before merging them. Once they are merged, their overall interpretation was arrived at.

The design is considered for this study because it minimises the limitations of both qualitative and quantitative approaches (Cresswell, 2014). The use of mixed methods' main findings was compared and then integrated (Classen et al., 2007).

The convergent parallel mixed method design adopted by the study is among the six types of mixed method research designs (Creswell & Clark, 2011). The mixed-methods approach is suitable for the study due to its ability to generate the best responses to the objectives of the study. Data findings collected by using different methods are compared and then interpreted (Tikly, 2010). The mixed-approach method is significant to the study because it has the potential to ensure reliable feedback on a variety of questions. Because of the holistic approach of the mixed method, it boosts the understanding of various interventions. It also promotes the study's validity, reliability, and the worth of its findings (Driscoll et al., 2007; Cresswell, 2014).

This study aligns itself with a pragmatic worldview. According to Morgan (2014), this worldview focuses on the application of all possible approaches so as to arrive at knowledge about the problem or question under study. This study aligns itself with pragmatism because pragmatists believe that quantitative and qualitative methods are compatible and, therefore, can be productively merged within one study. The second reason for the study aligning with this worldview is that pragmatists give priority to using the most appropriate means available to address the research question, whether through objective measurements or subjective viewpoints. The third rationale for using this worldview is that it allows the researcher to draw on the strengths of both quantitative and qualitative approaches. Finally, pragmatism has the ability to converge multiple data sources to better explain results. The adoption of a pragmatic worldview allows the researcher

to draw freely from quantitative and qualitative assumptions, methods, and analytic techniques to deal with their research questions in a comprehensive way (Morgan, 2014).

Variables of the Study

The variables of the study were parental involvement in school leadership and its influence in performance in KCPE in public primary schools, Nyamira County, Kenya.

Location of the Study

The location of the study was Nyamira County, Kenya.

Target Population

The target population consists of two categories: schools and respondents. The target population for schools was 394 and respondents target population was 2364 respondents.

Sampling Techniques and Sample Size

Schools were sampled on the basis of stratified random sampling technique and purposefully. Head teachers were sampled on the basis of schools. Teachers were sampled purposefully. Pupils were sampled purposefully, random sampling and stratification sampling while parents were sampled purposefully. The total sample size was 354 respondents from a sample size of 59 schools.

Research Instruments

Questionnaires were used as the main instruments collecting quantitative data. It was used to gather information from teachers and pupils. Interview was used to collect qualitative data from parents and head teachers.

Data Analysis

Descriptive statistics include measures of frequency, central tendency, dispersion, or variation, and then condense the data into a simplified summary to enable decision-making that assesses a specific population in a more manageable way by taking a position that leads to a specific conclusion. Pearson product moment correlation coefficient was used to answer research questions and find parents' involvement in pupils' learning and its influence on KCPE performance in public primary schools in Nyamira County, Kenya. Qualitative data were organised into themes and coded to report the voices of respondents.

RESULTS AND DISCUSSION

Teachers' Views on Parental Involvement in School Leadership and Influence on Performance

Parents' involvement in school leadership	Strongly Disagree	Disagree	Not sure	Agree	Strongly agree
School has active parent association	5 (8.5%)	7(11.9%)	19(32.2%)	27(45.8%)	1(1.7%)
Parents involved making decisions reinforcing learning	2(3.4%)	7(11.9%)	11(18.6%)	37(62.7%)	2(3.4%)
Parents involved setting academic targets	2(3.4%)	6(10.2%)	11(18.6%)	33(55.9%)	7 (11.9%)

Parents/teachers ensure the set targets are realized	1(1.7%)	10(16.9%)	10(16.9%)	32(54.2%)	6 (10.2%)
The set targets raise performance	4(6.8%)	3(5.1%)	9(15.3%)	33(55.9%)	10(16.9%)

The Table above shows responses from teachers on parental involvement in the leadership of schools. In summarising the response into three: (1-disagree, 2-not sure, 3-agree). The results indicate that most teachers (72.8%) agree that the targets set by parents and teachers raise schools' performance. It is therefore important to note that the targets set inspire pupils to meet the aimed scores and grades, and equally, parents are perceived as playing a critical role in the leadership of schools. Day et al. (2016) noted that collective implementation of decisions agreed on by parents and schools raise performance standards significantly. The findings also observed that the involvement of parents in school leadership enables the implementation of decisions that enable schools to be led with ease. However, the Day et al. study noted that when parents are involved in school leadership, parents collude with teachers to influence the transfer of head teachers who they felt were not competently performing well in their leadership positions. Stakeholders in school leadership collectively share responsibility for influencing learners' academic performance. He observes effective leadership in schools as a team where success and failure belong to all the stakeholders. He therefore emphasises the need for each stakeholder in school leadership to proactively act to attain learning objectives. The majority of teachers (67.8%) agree that parents are involved with teachers in setting academic targets for pupils to score. Parents in this understanding are actively involved in pupils' education in the understanding of teachers. According to Epstein et al. (2018), involving parents with teachers to reinforce learning makes learners bear personal responsibility and accountability for their academic performance. Parents and teachers engage in possible measures to empower learners, thereby leaving learners with the choice of learning to excel academically.

Most teachers (66.1%) agree that their schools involve parents in making decisions that conform to what pupils learn. Teachers thus engage parents to ensure pupils perform in line with their abilities. This finding is supported by Day et al. (2016). In an observation, they indicated that stakeholders' collective decisions in learning ease learning and pupils develop confidence in schooling. The findings of this study therefore acknowledge the findings of Cruickshank (2017), who points out that players in school leadership act as a team led by the head teacher in making decisions that encourage performance among students. Parents and teachers thus team up with schools to help pupils learn to record high scores and grades in their academic progress. Teachers (64.4%) agreed that parents and teachers make collective strategies to ensure the targets set are realized. The strategies set form a road map towards high performance in national examinations and detect areas of concern. Larry (2018) notes that parents involved in schools should consider various aspects through which learners can engage in their studies to enhance academic performance. The strategies they approve form schools' learning culture and climate, with the ability to raise or lower performance. However, Larry's study noted that, though parental involvement in school leadership is intended to enhance academic performance, head teachers have the opportunity to misreport teachers unfavourably to parents. The misinformation from parents and teachers caused more disharmony than unity of purpose. The majority of teachers (52.6%) noted that their schools have active parental associations. In this understanding, the association of parents aids schools in all spheres of operation to match parents with schools to aid learning in schools, thereby enabling learners to attain the best performance in their studies as per their ability. In relation to this, it is worth noting that schools comply with the legal framework in education as stipulated by the Basic Education Act (2013), which authorises schools to form parent associations. That approves parental involvement in schools to address pupils' discipline and motivate teachers and parents to enhance learning. This actualizes learning that meets the outlined objectives of learning.

Parent Involvement in School Leadership and Influence on Performance Pearson Coefficient as Perceived by Teachers

Parents’ involvement in school leadership influences performance significantly at a level of ($r = 0.359$, $P = 0.006$) and by the head teachers ($r = 0.466$, $P = 0.0001$). Thus, parental involvement in school leadership is critical to the realisation of performance.

Parental Involvement in School Leadership and Influence on Performance Pearson Coefficient Table as Perceived by Teachers

		The school head teacher involves parents and teachers set academic targets expected of pupils	The set targets have raised my schools performance in KCPE
The school head teacher involves parents and teachers set academic targets expected of pupils	Pearson Correlation	1	.359**
	Sig. (2-tailed)		.006
The set targets have raised my schools performance in KCPE	Pearson Correlation	.359**	1
	Sig. (2-tailed)	.006	
	N	59	59

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

The Table above indicates the influence of parents’ involvement in school leadership on performance. It shows that when parents are involved in school leadership, performance is significantly influenced ($p = 0.0006$).

Pupils Opinion on Parental Involvement in School Leadership and Influence on Performance

Parental involvement in school leadership and Influence on Performance as perceived by pupils

Parental involvement in school leadership	SD	D	N	A	SA
Parents involved in making decisions influencing high score and grades	12(6.7%)	40(22.7%)	22(12.6)	51(28.6%)	52(29.4%)
Parents involved in generating funds to pay BOM teachers	28(16.0%)	27(15.1%)	43(24.4%)	61(34.5%)	18(10.1%)
Parents involved to implement decisions addressing issues in performance	16(9.2%)	37(21.0%)	42(23.5%)	37(21.0%)	45(25.2%)
The decisions taken raise performance in KCPE	9(5.0%)	16(9.2%)	45(25.2%)	40(22.7%)	67(37.8%)

SD-strongly disagree, D-disagree, N-neutral, A-agree, SA-strongly agree

As shown in Table above, scaled into three groups: (1-disagree, 2-neutral, 3-agree) Most pupils (60.5%)

agreed that decisions parents take in schools raise performance in KCPE. In line with this finding, parents are shown as close associates with teachers in enhancing learners' education. The finding depicts pupils seeing parents as critical in promoting pupils' learning. These findings agree with those of teachers. The same finding acknowledges Cruickshank (2017), who notes parental involvement in taking decisions in schools as building the capacities of learners in confidence to achieve higher levels through solving academic problems. The findings further approve those of Alhosani (2018), which indicates that the top priority of zealous schools is making decisions that ensure pupils learn and demonstrate mastery of the learned content through examination performance. 58.0% of pupils also admitted that parents are involved in their schools, making decisions that enhance performance. This shows that schools comply with the laws that govern education in Kenya. The finding herewith is supported by Alhosani et al. (2018), who noted that decisions parents engage in in schools pillar pupils' learning and subsequent high academic achievement. This finding also points to what Shanka and Thuo (2017) indicate: that school leadership involves parents to strengthen smooth learning in schools by defining decisions parents need to focus on to engage learners in excellent performance.

However, pupils (55.5%) disagreed or were neutral about the participation of parents in providing funds to pay teachers employed by BOM. This is influenced by the low economic situation facing parents, as parents seem non-cooperative with the idea. According to Denis and Victoria (2019), parents with learners in the Bridge group of schools are active in providing for learners' educational needs. This explains why the schools' performance is at the apex of the national examination. Further, this finding portrays parents as violating the Constitution of Kenya (2010), which indicates that the interests of children are of paramount importance and need to be given first priority. The majority of pupils (53.7%) disagreed or were neutral about whether parents should take part in implementing decisions that address emerging issues in learning. This shows an area of parent and school disconnect in making and implementing decisions at the school level with regard to pupils' learning. This finding is observed by Larry (2018) in a similar way by noting that parents non-cooperating with schools is compromising learners' educational performance negatively. This finding is equally supported by the reports from teachers and parents, whose observations note that parents are not involved in discussing the setting of standards or being supportive of guiding discipline in schools.

As shown in Table above, scaled into three groups: (1-disagree, 2-neutral, 3-agree) Most pupils (60.5%) agreed that decisions parents take in schools raise performance in KCPE. In line with this finding, parents are shown as close associates with teachers in enhancing learners' education. The finding depicts pupils seeing parents as critical in promoting pupils' learning. These findings agree with those of teachers. The same finding acknowledges Cruickshank (2017), who notes parental involvement in taking decisions in schools as building the capacities of learners in confidence to achieve higher levels through solving academic problems. The findings further approve those of Alhosani (2018), which indicates that the top priority of zealous schools is making decisions that ensure pupils learn and demonstrate mastery of the learned content through examination performance. 58.0% of pupils also admitted that parents are involved in their schools, making decisions that enhance performance. This shows that schools comply with the laws that govern education in Kenya. The finding herewith is supported by Alhosani et al. (2018), who noted that decisions parents engage in in schools pillar pupils' learning and subsequent high academic achievement. This finding also points to what Shanka and Thuo (2017) indicate: that school leadership involves parents to strengthen smooth learning in schools by defining decisions parents need to focus on to engage learners in excellent performance.

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Head Teachers' Opinion on Parental Involvement in School Leadership and Influence on Performance

Head Teachers Views on Parental Involvement in School Leadership and Influence on Performance

Parents' involvement in school leadership	Never	Rarely	Sometimes	Often	Always
Parents involved making decisions affecting learning	3(5.1%)	8(13.6%)	20(33.9%)	23(38.9%)	5(8.5%)
Parents involved employing/ pay BOM teachers	4(6.8%)	7(11.9%)	19(32.2%)	19(32.2%)	10(16.9%)
Parents generate projects supporting learning	5(8.5%)	5(8.5%)	7(11.9%)	29(49.2%)	13(22.0%)
Parents review their decisions on performance	4(5.1%)	7(11.9%)	15(25.4%)	20(33.9%)	14(23.7%)
Parents discuss overcoming obstacles to performance	3(5.1%)	7(11.9%)	15(25.4%)	20(33.9%)	14(23.7%)

In summarising Table above into three: (1-not involved, 2-sometimes involved, 3-involved) responses from head teachers' reports indicate that 71.2 percent of head teachers agreed that they involve parents to come up with projects that generate income for schools to support learning. This shows head teachers engaging communities around schools to influence learning through self-initiated projects. The finding also approves school heads for discharging their leadership duties to promote learning achievements. The finding goes against responses from pupils in a related item. Also, the report given by head teachers acknowledges the findings of Olurotimi et al. (2015), who observed school administrators using their influence to generate income for schools by solving the learning needs of their institutions. The involvement of stakeholders is vital because they bear responsibility for making institutions run effectively to meet their objectives. The findings also agree with Mwamuye et al. (2012), who found that caring parents align with schools to provide learning resources for learners. Initiation of these projects thus makes parents work with schools to nurture learning for high performance cooperatively. Parental involvement in school leadership spurs stakeholders' capacities to meet and fulfil learning objectives in schools.

Equally the same, head teachers (57.6%) admit that parents collude with teachers to review the influence of their decisions on performance. This position offers the opportunity to determine the effectiveness of the decisions taken on performance. It also gives stakeholders an opportunity to account for their contribution to enabling schools to attain pupils' learning performance. Head teachers also acknowledged that they engage parents in discussing and implementing decisions to overcome obstacles to pupils' academic performance (57.6%). At this point, adjustments are made to have focused and workable decisions aligned with and influencing learning positively. In a similar direction, Epstein et al. (2018) noted that parents engage in school to explore all possible directions that promote performance. Most head teachers (52.6%) sometimes or not at all involve parents in making decisions that affect pupils learning. This indicates a prevalent inconsistency in parents' participation in school leadership to inspire pupils to learn to score excellent grades. This finding is in line with responses from teachers but goes against the findings of Denis and Victoria (2019), who noted that school leadership alone cannot account for pupils' academic performance

but noted that home environment and role modelling inspire learners positively in learning achievement. In line with this finding, Kimencu (2019) found that parents are aided by schools to discover career paths suited for learners. The unity of parents and teachers monitors the progress of learners to remove obstructions to career growth. The majority of head teachers (52.5%) noted that they sometimes or not all involve parents in making decisions that prompt pupils to learn. Schools are accounted for here for failing to develop parental capacity to aid learning through shared leadership. According to Cruickshank (2017), leadership that guarantees poor performance does not appreciate the input of others. He noted that schools that engage in honest discussions with parents and other school stakeholders identify obstructions that limit the smooth running of schools. Where this does not exist, misunderstandings that lead to conflict and school politics are experienced.

Finally, 50.7% of head teachers approved of involving parents in employing and paying teachers employed by BOM. The finding shows that school heads and parents appreciate that schools are understaffed, and so the teacher-learner ratio creates gaps that call for self-sourced teachers to bridge the gap. This finding acknowledges Ocharo’s (2015) findings. In which, he notes human capital as fundamental to producing the desired output by supporting that schools source teachers employed by BOM teachers to address teacher shortages.

The narrative captions from head teachers note disagreement in managing school resources as the most experienced problem in engaging parents in the leadership of schools. School heads further noted that parents criticise and oppose any endeavour to use school resources, even productive investments. This is because parents are afraid of unforeseen risks. Head teachers note that the majority of parents are illiterate and cannot positively participate in making decisions that enable schools to attain learning objectives. Head teachers still noted that informed parents with the potential of providing school leadership as either living out of the locale or being too busy to be involved in school affairs. This notes that parents with leadership qualities are not easily available. This finding appreciates the findings of Cruickshank (2017), who noted that parents pay more attention to their undertakings than to engaging in what benefits the general society. The situation accounts for wrangling situations in schools because of a lack of foresighted human capital to give direction. The heads further noted parents as poorly relating with teachers to influence desirable academic performance.

As noted by school heads, learners are involved in drug abuse, but parents shield them. Discussion of issues regarding drug abuse in the school’s leadership forums makes parents share information in subjective rather than objective ways so as to conceal victims of the vice. The forums thus solve no problem but end up shifting blame to teachers for failing to manage discipline in schools. This finding agrees with that of Day et al. (2016) in England and Cruickshank (2017), whose findings noted that involving parents in pupils’ learning is determined by existing relationships between parents and teachers.

Parents’ Opinion on Parental Involvement in School Leadership and Influence on Performance

Parents’ View on Parental Involvement in School Leadership and Influence on Performance

Parents involvement in school leadership	Rarely	Sometimes	Often	Always	Non-committal
Parents make decisions influencing learning	8(13.6%)	24(40.7%)	19(32.2%)	6(10.2%)	2(3.4%)
Parents mentored in workshops on learners’ education	8(13.6%)	25(42.4%)	21(35.6%)	2(3.4%)	3 (5.1%)
Parent generate funds for learning resources	5(8.5%)	21(35.6%)	24(40.7%)	6(10.2%)	3(5.1%)

Parents discuss KCPE results with teachers	5(8.5%)	14(23.7%)	23(39.0%)	13(22.0%)	4(6.8%)
Parent with teachers encourage learning at home	5(8.5%)	23(39.0%)	22(37.3%)	6(10.2%)	3(5.1%)
Frequency of correcting limitations in school leadership	7(11.9%)	24(40.7%)	14(23.7%)	12(20.3%)	2(3.4%)

As indicated in Table above, most parents (61.1%) are indicated as sometimes involved or not involved at all in workshops with teachers to be mentored in dealing with learners’ education. This shows the need for the government to intervene and properly institute measures in place to engage parents and teachers in workshop mentorship programmes so as to be effectively involved in pupils’ learning. Shanka and Thuo (2017) noted that effective parental involvement in schools builds parents and teachers’ capacities so as to improve leadership in schools to address learning needs. From the summary findings, parents (61.0%) indicate that they discuss results with teachers and propose decisions to enable subsequent results to improve the better direction index. This indicates that parents take part in analysing learners’ academic outcomes as part of their school’s managerial mandate to influence performance in the desired direction. Engaging in discussions about academic results enables them to acknowledge whether their leadership mandate has a positive or negative influence on performance. Denis and Victoria (2019) in Uganda noted that when parents are informed about the performance of their children in school, they appreciate areas of correction and the individual responsible for a particular undertaking with regard to the pupils’ educational performance. The information increases efficiency in work performance. Denis and Victoria further noted the involvement of parents in making decisions affecting learning, such as adjusting learners’ self-esteem and social efficacy in learning. Parents unite with teachers to review the impact of their decisions on the academic performance of learners, and this enables them to adjust their skills in school leadership to influence performance positively.

Most parents (57.7%) indicated that sometimes they are involved or not at all engaged with teachers in making decisions that promote learning. This shows the partial involvement of parents in pupils’ learning. Thus, parental input in school leadership is deemed insignificant in influencing performance. This finding, however, is contrary to the report of the head teachers. The findings equally go against the findings of Alhosani et al. (2018), who noted that decisions parents take give children confidence in parental support regardless of the challenges associated with learning. This is because parents and teachers sensitise each other about managing learners in their educational journey, thus instilling confidence in the learning process. The majority of parents (56%) noted that sometimes, or not at all, they are involved in correcting limitations affecting parents and teachers in their involvement in school leadership. The position shows parental involvement in school leadership as ignored in addressing obstacles that limit schools from attaining desired performance. Further, the finding indicates that parental involvement has insufficient capacity to address pupils’ learning concerns. According to Cruickshank (2017), parental involvement in learners’ education addresses learning issues and challenges. Stakeholders in school leadership need to be updated to address impairments that may lead to mistrust among school stakeholders to lead schools effectively. He further indicates that leading schools effectively call for meetings to share information on areas of correction. The findings of this study are contrary to those of Cruickshank’s (2017) study.

The majority of parents (50.9%) agreed that they initiate income-generating projects that support learning. This point shows that combined efforts with parents and schools supplement learning resources to enhance learning and, ultimately, lead to high performance. This finding is contrary to head teachers’ reports on the same item. According to Ocharo et al. (2023), leadership with integrity means making good use of public resources. Parental involvement empowers schools to generate resources that provide for pupils’ learning needs.

Parents (49.6%) finally stated that they sometimes or not at all liaise with schools to encourage learning at home. Here, parents approve teachers as bearing the sole obligation of imparting knowledge to pupils. This indicates that parents and schools do not liaise to have information on pupils' studies at home. The findings of Jonyo and Jonyo (2019) indicate learning at home as part of parenting, through which parents and teachers get the opportunity to nurture the culture of learning among pupils. However, he notes that study skills need the aid of teachers to help learners attain high scores and therefore notes that liaison between parents and schools is important for learner education. To test the reliability of the test items, it was shown that the responses were reliable at a value of $r = 0.740$. This shows that the responses are reliable.

On narrative responses on how parents overcome limitations they face in school leadership, parents reported that they engage in discussion with teachers to resolve effective parental involvements that commit pupils to attaining high performance. Parents and teachers should use their parenting and teaching experience to put measures in place to overcome the challenges in school leadership so that pupils may have smooth learning that leads to high grades and scores. Through parents' association forums, parents are resolute to come up with a fund kit that provides for learning resources in schools. The funds are meant to mitigate learning resource-related problems. The funds are used to enhance motivation strategies towards good performance; besides, class conferences engage parents to work closely with teachers to overcome and manage non-cooperative parents and acknowledge problems aligned to teaching and learning.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The study noted that the involvement of parents in school leadership influences academic performance in KCPE, and parents are involved in school leadership, but they are neither involved in making decisions nor are involved in workshops on mentorship skills in school leadership.

Recommendations

Mentorship programmes for parents on pupils' learning need to be actualized in workshops and seminars to empower their participation capacities in enhancing pupils' educational achievement. The Ministry of Education needs to implement the programmes at the various educational levels, starting from the national level, county level, sub-county level, and school level. This will ensure that parents are empowered, sensitised, and mentored to respond positively to the educational needs of their children in learning to provide positive participation and harmonise cordially with teachers in addressing pupils' educational concerns. This might influence academics positively.

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