

Impact of Parenting Availability on Learning Outcomes of JSS Learners in Nyakach Sub-County

Authors

Emmaculate Adhiambo Ojenge ⁽¹⁾; Hezborn Kodero ⁽²⁾; Eliud Oure Oyoo ⁽³⁾

Main author's email: immagor41@gmail.com

(1.2.3) Rongo University, Kenya.

Cite this article in APA

Ojenge, E. A., Kodero, H., & Oyoo, E. O. (2026). Impact of parenting availability on learning outcomes of JSS learners in Nyakach Sub-County. *Journal of education management and leadership*, 5(1), 259-270. <https://doi.org/10.51317/jeml.v5i1.1135>



A publication of Editon
Consortium Publishing (online)

Article history

Received: 2026-07-14

Accepted: 2026-08-16

Published: 2026-09-04

Scan this QR to read the paper online



Copyright: ©2026 by the author(s).
This article is an Open Access article distributed under the terms and conditions of the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License (CC BY-NC-SA 4.0).



Abstract

This study examined the relationship between parenting availability and selected learning outcomes among learners in public Junior Secondary Schools (JSS) in Nyakach Sub-County, Kisumu County, Kenya. Parenting availability is an important aspect of parental support for learners' academic and personal development. Guided by Epstein's Overlapping Spheres of Influence Theory as advanced by Joyce L. Epstein and Steven B. Sheldon (2022), the study adopted a convergent mixed-methods descriptive survey design involving 901 respondents comprising learners, parents, class teachers and heads of institutions. Data were collected using questionnaires, interview guides and focus group discussion guides. Validity was established through expert judgment, while reliability was confirmed using Cronbach's alpha coefficients above .70. Quantitative data were analysed using descriptive statistics, Pearson correlation and regression analysis, while qualitative data were analysed thematically. Mean scores were 4.25 for academic performance, 4.41 for learner discipline, 4.28 for personality traits and 4.32 for moral behaviour. Parenting availability had a moderate, positive and statistically significant relationship with selected learning outcomes and academic performance ($r = .549$, $p < .001$). The regression model was also statistically significant, $F(1, 814) = 350.521$, $p < .001$, with parenting availability accounting for 30.1 per cent of the variance in the selected learning outcomes. Qualitative findings showed that parental monitoring, guidance, communication and support for learning were beneficial to learners. The study concludes that parenting availability is positively associated with selected learning outcomes among JSS learners.

Key terms: Academic performance, Junior Secondary School learners, learning outcomes, parental support, parenting availability.

1.0 INTRODUCTION

Parenting availability is an important part of the support learners receive from their families. It refers to parents' presence and accessibility to learners, including the time they give, communication, monitoring of schoolwork and provision of guidance and other forms of support. Such support is particularly relevant during adolescence, when learners begin to assume greater responsibility for their education while still requiring guidance from parents and other caregivers. Parental involvement is not simply a matter of being present; the quality, purpose and manner in which parents engage with their children also matter (Grolnick & Pomerantz, 2022). Parental involvement is most beneficial when it supports children's development without becoming intrusive or undermining their autonomy.

In Kenya, the introduction of Junior Secondary School (JSS) under the Competency-Based Curriculum (CBC) has changed learners' educational experiences. The CBC emphasises competencies, values, practical skills and holistic development rather than academic achievement alone. Learners participate in assignments, projects, practical activities and continuous assessment, some of which require support beyond the classroom. Parents' availability may therefore help learners manage these demands through guidance, supervision, encouragement and access to learning support.

The family-school relationship is central to this process. Epstein and Sheldon (2022) explain that learners benefit when families and schools share responsibility for supporting education and maintain meaningful connections around learners' development. From this perspective, parenting availability provides opportunities for parents to participate in learning at home, communicate with teachers and schools, and respond to learners' educational and behavioural needs.

Nyakach Sub-County provides a relevant setting for examining this issue because public JSS in the area are implementing the CBC, with families expected to support learners beyond the school environment. However, limited local evidence exists on the relationship between parenting availability and learners' outcomes at this level. Existing research on parental support in Kenya has largely focused on academic achievement, with less attention given to other outcomes associated with holistic development, including discipline, personality traits and moral behaviour.

This limited evidence presents a practical concern for schools and families. Without sufficient local evidence on parenting availability, it remains unclear how parents' accessibility and support relate to the different outcomes expected of JSS learners under the CBC. The present study therefore examined the relationship between parenting availability and selected learning outcomes among JSS learners in public schools in Nyakach Sub-County, Kisumu County, Kenya. The theoretical and empirical evidence underpinning this relationship is reviewed in the following section.

The implementation of Junior Secondary School (JSS) under Kenya's Competency-Based Curriculum (CBC) requires learners to receive continued support from both schools and families. Parents are expected to provide guidance, monitor schoolwork, communicate with learners and schools, and support academic and behavioural development. However, competing work, business and family responsibilities may limit parents' availability to provide such support.

Although previous studies have linked parental involvement with positive learner outcomes, most have examined it as a broad concept, with limited attention to parenting availability as a distinct aspect of parental involvement. Existing evidence has also focused mainly on academic achievement, leaving limited understanding of how parenting availability relates to academic performance, motivation, discipline, attendance, personality traits and moral behaviour among JSS learners, particularly in Nyakach Sub-County. Schools and parents have limited local evidence to guide effective parental support within the CBC context. The study therefore examined the relationship between parenting availability and learners' selected learning outcomes in public Junior Secondary Schools in Nyakach Sub-County, Kisumu County, Kenya.

The study sought to examine the relationship between parenting availability and learners' selected learning outcomes in public Junior Secondary Schools in Nyakach Sub-County, Kisumu County, Kenya. The study question was: What is the relationship between parenting availability and learners' selected learning outcomes in public Junior Secondary Schools in Nyakach Sub-County, Kisumu County, Kenya?

Theoretical Framework

The study was guided by the Overlapping Spheres of Influence Theory developed by Joyce L. Epstein and advanced in collaboration with Steven B. Sheldon (Epstein & Sheldon, 2022). The theory explains that families and schools share responsibility for supporting learners' education and development. It recognises that learners benefit when parents and schools work together and maintain regular contact. In this study, parenting availability refers to parents being present and accessible to provide guidance, monitor schoolwork, communicate with learners and support their learning needs. These forms of involvement may strengthen learners' academic performance, discipline, personality traits and moral behaviour. The theory was therefore useful in explaining how the interaction between parental support and the school environment may relate to selected learning outcomes among learners in public Junior Secondary Schools in Nyakach Sub-County.

2.0 LITERATURE REVIEW

Parenting availability refers to the extent to which parents are accessible to their children and have the time and capacity to respond to their educational and personal needs. It is reflected in parents' physical presence, opportunities for interaction, emotional responsiveness and access to support from both parents. Longitudinal evidence from Eswatini provides a useful foundation. Grolnick and Pomerantz (2022) found that parenting availability was associated with school achievement over a nine-year period, with father absence having a particularly negative effect on boys' participation and successful completion of school. More recent evidence also shows that the quality and form of parental support matter for educational outcomes rather than parental presence alone (Kim, 2022; Wang & Wei, 2024).

Physical availability provides parents with opportunities to attend to learners' educational needs. Parents who have time to be with their children can monitor schoolwork, discuss assignments, follow academic progress and respond to difficulties. Parental involvement is not simply a matter of physical presence; the nature and quality of parental engagement are also important. Grolnick and Pomerantz (2022) emphasise that parental involvement is most beneficial when it provides appropriate support without undermining learners' developing autonomy. Kim (2022) found a positive association between parental involvement and academic achievement, although the effects varied according to the type of support. Wang and Wei (2024), using 25 empirical studies and 42 effect sizes, found a significant positive relationship between

parental involvement and students' mathematics performance. Importantly, their findings varied by involvement type, grade level and geographical region, suggesting that the value of parents' availability depends partly on how the available time is used.

Interactive availability concerns parents' opportunities to communicate and engage directly with learners about their education. This includes discussing school experiences, asking about assignments, listening to difficulties and providing guidance. Evidence from Jiang et al. (2023) shows that the nature of parent–learner interaction is important. Their meta-analysis found that parental homework involvement was associated with mathematics achievement, but different forms of involvement did not produce the same outcomes. This finding suggests that meaningful interaction and appropriate guidance may be more useful than simply increasing the amount of parental assistance. In a related analysis, Jeynes (2024) found significant associations between parental expectations and students' academic achievement across 54 quantitative studies, further demonstrating the importance of parents' educational communication and expectations.

Emotional availability concerns parents' responsiveness when learners experience academic, social or personal difficulties. A parent who listens, encourages and responds to a learner's concerns creates opportunities for the learner to seek advice and discuss challenges. Recent evidence on parent–child relationships supports the relevance of this dimension. Yang et al. (2024), in a multilevel meta-analysis, found a positive association between parent–child attachment and students' academic adjustment, including motivation, engagement and achievement. Similarly, a 2024 study of adolescents by Barongo, Mwau and Omukami found that the parent–child relationship was positively associated with academic performance, with parental and self-expectations forming part of the relationship (Barongo et al., 2024). These findings do not directly measure emotional availability, but they provide empirical support for examining the quality of parent–child accessibility and interaction alongside physical presence.

The availability of both parents is also relevant because learners may benefit from having access to guidance, monitoring and encouragement from both mother and father. However, availability should not be reduced to whether both parents live in the same household. Booth's (2003) longitudinal study in Eswatini showed that parental absence, particularly father absence, was associated with differences in school participation and completion. Kenyan evidence similarly suggests that family circumstances can shape educational progression. For example, a study of adolescents in Nairobi's informal settlements found associations between parental presence and high-school completion, although the relationships differed by gender and other social conditions (Barongo et al., 2024). These findings support examining actual parental accessibility rather than assuming that household composition alone determines the support available to learners.

Evidence from Kenya provides a relevant but incomplete picture. Recent research in a Kenyan public Junior Secondary School found that parents supported learners' literacy development through shared reading, communication with teachers, homework assistance and creating supportive home learning environments (Shilenje, 2024). In public secondary schools in Kwale County, Richard (2025) also reported significant relationships between different forms of parental participation and students' academic performance. These studies demonstrate the relevance of parents' accessibility and support within Kenyan education, but they examine broader parental participation rather than parenting availability as a specific construct. The study addressed this gap by examining physical availability, interactive availability, emotional availability and the

availability of both parents in relation to learners' selected learning outcomes in public Junior Secondary Schools in Nyakach Sub-County, Kisumu County.

Conceptual Framework

The conceptual framework shows how parenting availability, in terms of physical, interactive and emotional availability and the availability of both parents, relates to learners' academic performance, discipline, personality traits and moral behaviour. It also recognises the possible influence of the school environment, peers, socio-economic conditions and teacher support. The framework guided the study in examining the relationship between parenting availability and learners' selected learning outcomes in public Junior Secondary Schools in Nyakach Sub-County, Kisumu County.

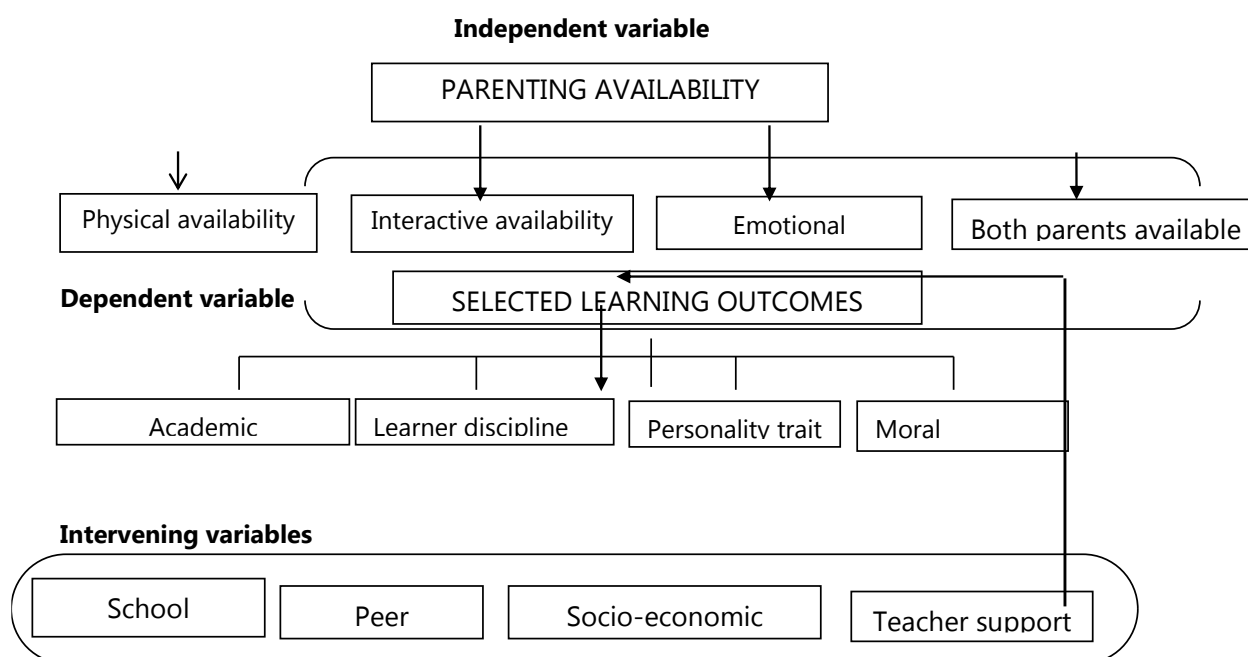


Figure 1: Relationship Between Parenting Availability and Selected Learning Outcomes

3.0 METHODOLOGY

The study adopted a convergent mixed-methods descriptive survey design. The quantitative component used a descriptive survey to examine the relationship between parenting availability and selected learning outcomes, while the qualitative component explored participants' experiences and views regarding parenting availability and learners' outcomes. Quantitative and qualitative data were collected during the same phase of the study and analysed separately before being compared and integrated during interpretation. The design enabled the quantitative findings to provide measurable patterns and relationships, while the qualitative findings provided explanations and contextual understanding of the participants' experiences (Creswell & Creswell, 2023).

The study population comprised learners, parents or guardians, class teachers and heads of institutions in public Junior Secondary Schools in Nyakach Sub-County. The population consisted of 10,744 learners, 10,744 parents or guardians, 288 class teachers and 144 heads of institutions, giving a total target population of 26,064. The parent or guardian population was obtained from the official parent or guardian registers maintained by the schools and therefore represented the recorded population rather than an

assumed one-parent-per-learner estimate. These registers provided the sampling frame for selecting parent or guardian respondents.

A sample of 43 public JSS schools was selected from the 144 schools in the sub-county. Proportionate stratified sampling was used to ensure representation of schools from the relevant administrative areas, followed by simple random sampling to select the participating schools. The heads of the selected institutions were included purposively because of their administrative responsibilities and knowledge of school operations. Learners were selected through simple random sampling, with the number drawn from each school determined in proportion to its learner population. Parent or guardian respondents were selected through simple random sampling from the parent or guardian registers, while class teachers were selected using simple random sampling from the teachers in the sampled schools. The final sample comprised 386 learners, 386 parents or guardians, 86 class teachers and 43 heads of institutions, giving a total of 901 respondents.

Table 1: Target Population and Sample Size

Respondent category	Target population	Sample size
Public JSS	144	43
Learners	10,744	386
Parents/guardians	10,744	386
Class teachers	288	86
Heads of institutions	144	43
Total	26,064	901

Data were collected using questionnaires, interview guides and focus group discussion guides. Questionnaires were administered to learners, parents or guardians and class teachers, while interview guides were used with heads of institutions. Focus group discussions were conducted with selected learners to obtain detailed accounts of their experiences of parenting availability and its relationship with their learning. The instruments covered parenting availability and selected learning outcomes, including academic performance, learner discipline, desirable personality traits and moral behaviour.

The validity of the research instruments was established through expert judgment. Experts in educational research and special needs education reviewed the instruments for clarity, relevance and adequacy in addressing the study variables. Reliability of the quantitative instruments was assessed using Cronbach's alpha, with coefficients above .70 considered acceptable for the study. Quantitative data were coded and analysed using descriptive and inferential statistics. Frequencies, percentages, means, and standard deviations were used to summarise the data, while Pearson product-moment correlation and regression analysis were used to examine the relationship between parenting availability and selected learning outcomes. Qualitative data were analysed thematically. The quantitative and qualitative findings were considered separately and then integrated during interpretation to identify areas of convergence and divergence.

Ethical considerations were observed throughout the study. Ethical approval was obtained from the relevant institutional ethics review body, while research authorisation was obtained from the appropriate authorities before data collection. Permission was also obtained from the heads of the participating institutions. Participation was voluntary, and respondents were informed about the purpose and procedures of the study before participating. For learners who were below the age of consent, parental or guardian consent and learner assent were obtained. Respondents were informed of their right to decline participation or withdraw from the study without penalty. Confidentiality and anonymity were maintained by excluding names and other identifying information from the instruments, data analysis and reporting. The collected data were securely stored and used only for the purposes of the study.

4.0 FINDINGS AND DISCUSSION

The study examined the relationship between parenting availability and learners' selected learning outcomes in public Junior Secondary Schools in Nyakach Sub-County, Kisumu County. Parenting availability was assessed in terms of parents' availability to assist with schoolwork, monitor academic progress, attend school meetings, discuss school matters with their children, support learner motivation and promote discipline.

Table 2: Parenting Availability among JSS Learners

Parenting availability statement	Strongly Disagree F (%)	Disagree F (%)	Neutral F (%)	Agree F (%)	Strongly Agree F (%)	Mean	SD
Parents are always available to assist with schoolwork	42 (5.1)	66 (8.1)	90 (11.0)	516 (63.2)	102 (12.5)	3.70	.969
Parents regularly check on academic progress of their children	12 (1.5)	54 (6.6)	114 (14.0)	510 (62.5)	126 (15.4)	3.84	.818
Parents normally attend school meetings when invited	0 (.0)	42 (5.1)	156 (19.1)	384 (47.1)	234 (28.7)	3.99	.830
Parents normally create time to discuss school matters with their children	24 (2.9)	84 (10.3)	114 (14.0)	444 (54.4)	150 (18.4)	3.75	.972
Parents who are unavailable have children with poor school attendance	6 (0.7)	66 (8.1)	156 (19.1)	336 (41.2)	252 (30.9)	3.93	.944
Learners with actively involved parents often demonstrate higher motivation levels	12 (1.5)	24 (2.9)	108 (13.2)	402 (49.3)	270 (33.1)	4.10	.842
Increased parenting availability improves learner performance	12 (1.5)	12 (1.5)	102 (12.5)	348 (42.6)	342 (41.9)	4.22	.882
Parents who prioritize other responsibilities limit their effective involvement in their children's education	0 (.0)	42 (5.1)	126 (15.4)	366 (44.9)	282 (34.6)	4.09	.839
Parenting availability contributes positively to discipline of their children	0 (.0)	6 (.7)	78 (9.6)	366 (44.9)	366 (44.9)	4.34	.680

Key: SD = Standard Deviation; F = Frequency; % = Percentage

The findings in Table 2 indicate a favourable perception of parenting availability among the 816 respondents who provided valid responses. The respondents associated parenting availability with learners' behaviour, motivation and academic performance. The strongest finding concerned learner discipline, where 89.8 per cent of respondents agreed or strongly agreed that parenting availability contributes positively to discipline ($M = 4.34$, $SD = 0.680$). This was followed by the view that increased parenting availability improves learner performance, with 84.5 per cent agreeing or strongly agreeing ($M = 4.22$, $SD = 0.882$). In addition, 82.4 per cent agreed or strongly agreed that learners with actively involved parents demonstrate higher motivation ($M = 4.10$, $SD = 0.842$).

Parents' monitoring of learning and engagement with schools also received relatively high ratings. 77.9 per cent of respondents agreed or strongly agreed that parents regularly check their children's academic progress ($M = 3.84$, $SD = 0.818$), while 75.8 per cent agreed or strongly agreed that parents attend school meetings when invited ($M = 3.99$, $SD = 0.830$). These findings indicate that monitoring schoolwork and maintaining contact with schools are common forms of parenting availability.

The lowest mean was recorded for parents' availability to assist with schoolwork. Although 75.7 per cent of respondents agreed or strongly agreed with the statement, the item recorded a mean of 3.70 ($SD = 0.969$). Similarly, 72.8 per cent agreed or strongly agreed that parents create time to discuss school matters with their children ($M = 3.75$, $SD = 0.972$). At the same time, 79.5 per cent agreed or strongly agreed that parents who prioritise other responsibilities have limited involvement in their children's education ($M = 4.09$, $SD = 0.839$). These findings suggest that work, family and other responsibilities may reduce the time available for direct interaction between parents and learners.

The findings also point to a relationship between parenting availability and school attendance. 72.1 per cent of respondents agreed or strongly agreed that children whose parents are frequently unavailable are more likely to experience poor school attendance ($M = 3.93$, $SD = 0.944$). This suggests that regular parental presence and follow-up may help parents monitor attendance and respond to challenges that could affect learners' participation in school.

The qualitative findings provided further explanation of these results. Parents described checking exercise books, monitoring homework, discussing school progress and communicating with teachers as ways of supporting their children. One parent explained:

I regularly check my child's exercise books after school and ask about what was taught in class. If I notice a problem, I help where I can or talk to the teacher about the problem [P3].

A learner similarly stated:

My father always asks me about my homework every evening, ensures that I do it and always wants to know how I perform in my assessments [FGD 02].

However, some learners reported that parents' work commitments limited the support available at home. One learner explained:

My parents leave home very early and return late because of work. Most evenings I study alone, and when I encounter difficult questions, there is nobody at home to guide me [FGD 05].

These accounts help explain the relatively lower ratings for direct assistance with schoolwork and parent-child discussions. They suggest that parenting availability involves more than physical presence; it also requires parents to create time for communication, guidance and academic follow-up. The qualitative findings also highlighted the contribution of parenting availability to learner motivation and discipline. Parents described encouraging their children, discussing their school experiences and addressing behavioural concerns. One parent noted:

We talk about behaviour, friendships and how they relate with teachers. When there is a problem, we discuss it immediately so that it does not become a habit. When there are cases difficult to handle alone as a parent, I involve the teacher concerned to try to help my child [P3].

A learner also remarked:

Whenever my parents appreciate my efforts and encourage me after exams, I feel confident and motivated to work even harder at school. But when they scold me, I feel discouraged and see myself not doing well [FGD 06].

The qualitative evidence therefore supports the quantitative pattern, particularly the high ratings for discipline, academic performance and motivation. At the same time, participants' experiences show that parents' ability to remain available can be affected by work and other family responsibilities. The findings are consistent with Jeynes (2024), who associated parental engagement and monitoring with positive academic, behavioural and motivational outcomes. They also agree with Jiang et al. (2023), who reported that parental supervision supports task completion and self-regulated learning.

The findings further support Epstein's Overlapping Spheres of Influence Theory (Epstein & Sheldon, 2022), particularly the dimensions of parenting, communication and learning at home. The theory emphasises interaction between families and schools in supporting learners' development. In this study, parenting availability was reflected in monitoring schoolwork, attending school meetings, communicating with learners and teachers, providing guidance and reinforcing positive behaviour.

Parenting availability is most meaningful when it is accompanied by purposeful interaction. Parents may not always be able to spend long periods with their children because of work and other responsibilities, but making time for academic follow-up, communication, encouragement and guidance can provide important support. The findings also indicate that schools can strengthen this support by maintaining regular communication with parents and encouraging practical forms of participation that fit different family circumstances.

The inferential analysis further established a statistically significant positive relationship between parenting availability and learners' selected learning outcomes. Regression analysis also showed a statistically significant positive relationship between parenting availability and academic performance ($p < .001$). These results are consistent with the descriptive and qualitative findings and indicate that greater parenting availability is associated with more favourable learning outcomes. However, because the study used a survey design, these findings describe an association and should not be interpreted as evidence that parenting availability alone causes changes in learners' outcomes.

Table 3: Inferential Statistics of Parenting Availability

Independent Variable	Inferential Statistical Test	Correlation with Academic Performance
Parenting Availability	Pearson Correlation	.549
	Set Sig. (2-tailed) (α)	.05
	Observed P value	.000 ^b

Table 3 shows a moderate, positive and statistically significant relationship between parenting availability and academic performance ($r = .549$, $p < .001$). This indicates that parenting availability is moderately and positively associated with academic performance, and the relationship is statistically significant ($p < .001$). The significant p-value ($p = .000$) confirms that this relationship is not due to chance; hence, policymakers, class teachers, HOIs and parents should prioritise parenting availability to enhance the realisation of a quality educational foundation in public Junior Secondary Schools.

Table 4: Model Summary of Parenting Availability on Selected Learning Outcomes

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.549	.301	.300	.565

Predictor: Parenting availability

Dependent variable: Selected learning outcomes

Predictor: Parenting availability; Dependent variable: Selected learning outcomes

The model summary shows a positive relationship between parenting availability and learners' selected learning outcomes ($R = .549$). The coefficient of determination ($R^2 = .301$) indicates that parenting availability explains approximately 30.1 per cent of the variance in learners' selected learning outcomes. After adjustment for the sample size and one predictor, the adjusted R^2 is approximately .300. This implies that as parents become more available and engaged in their children's education, learners are more likely to demonstrate improved academic performance, motivation and discipline.

Table 5: ANOVA for Regression of Parenting Availability on Selected Learning Outcomes

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	111.895	1	111.895	350.521	< .001
Residual	259.849	814	0.319		
Total	371.744	815			

Note. Dependent variable: Selected learning outcomes. Predictor: Parenting availability.

The ANOVA results presented above show that the regression model was statistically significant, $F(1, 814) = 350.521$, $p < .001$. This indicates that the observed relationship between parenting availability and learners' selected learning outcomes was statistically significant. The finding provides evidence that parenting availability is an important predictor of variation in learners' selected learning outcomes.

5.0 CONCLUSION AND RECOMMENDATIONS

Conclusion: The study concluded that parenting availability has a moderate, positive and statistically significant relationship with learners' academic performance in public Junior Secondary Schools in Nyakach

Sub-County ($p < .001$). The finding suggests that learners tend to experience better academic outcomes when parents make time to monitor schoolwork, provide guidance, discuss school progress and participate in school-related activities. The qualitative findings further indicate that the value of parenting availability depends not only on physical presence but also on meaningful interaction and support. The study therefore concludes that parenting availability is an important component of parental involvement in supporting learners' academic development within the JSS and CBC context.

Recommendations: Parents and guardians should make deliberate efforts to remain involved in their children's education by monitoring academic progress, supervising schoolwork, discussing school experiences and attending school meetings whenever possible. Schools should strengthen home-school partnerships through regular communication, academic clinics and parent-engagement programs that provide practical opportunities for parents to participate in learners' education. Schools and parents should also adopt flexible approaches to parental engagement that recognise work and family responsibilities, enabling parents with limited time to maintain meaningful communication, guidance and follow-up with their children.

6.0 REFERENCES

1. Barongo, S., Mwau, C., & Omukami, H. (2024). Factors impacting students' well-being and possible intervention strategies in Kenyan universities. In *Factors impacting student well-being and coping tactics* (pp. 317–336). IGI Global Scientific Publishing.
2. Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.
3. Epstein, J. L., & Sheldon, S. B. (2022). *School, family, and community partnerships: Preparing educators and improving schools* (3rd ed.). Routledge.
4. Grolnick, W. S., & Pomerantz, E. M. (2022). Should parents be involved in their children's schooling? *Theory Into Practice*, 61(3), 325–335.
<https://doi.org/10.1080/00405841.2022.2096382>
5. Jeynes, W. H. (2024). A meta-analysis: The relationship between the parental expectations component of parental involvement and students' academic achievement. *Urban Education*, 59(1), 63–95. <https://doi.org/10.1177/00420859211073892>
6. Jiang, Q., Shi, L., Zheng, D., & Mao, W. (2023). Parental homework involvement and students' mathematics achievement: A meta-analysis. *Frontiers in Psychology*, 14, Article 1218534. <https://doi.org/10.3389/fpsyg.2023.1218534>
7. Kim, S. (2022). Fifty years of parental involvement and achievement research: A second-order meta-analysis. *Educational Research Review*, 37, Article 100463. <https://doi.org/10.1016/j.edurev.2022.100463>
8. Shilenje, D. O. (2024). *Exploring parental involvement in children's literacy development: A study of a Kenyan junior public secondary school* [Master's thesis, Aga Khan University]. Aga Khan University Institutional Repository.
9. Wang, X., & Wei, Y. (2024). The influence of parental involvement on students' math performance: A meta-analysis. *Frontiers in Psychology*, 15, Article 1463359. <https://doi.org/10.3389/fpsyg.2024.1463359>
10. Yang, Y., Li, S., Xie, F., & Chen, X. (2024). The association between parent-child attachment and academic adjustment: A multilevel meta-analysis. *Educational Psychology Review*, 36, Article 85. <https://doi.org/10.1007/s10648-024-09920-y>