





PARENTAL INVOLVEMENT IN ACADEMIC ACHIEVEMENT OF PUPILS IN SELECTED PUBLIC PRIMARY SCHOOLS WITHIN MAKADARA SUB-COUNTY, NAIROBI COUNTY, KENYA

Author

Maryln Ndunge Kanyoi⁽¹⁾; Catherine Kirimi⁽²⁾

Email: marylinkamara2@gmail.com

(1.2) Mount Kenya University

Cite this article in APA

Kanyoi, M. N., & Kirimi, C. (2025). Parental involvement in academic achievement of pupils in selected public primary schools within Makadara Sub-County, Nairobi County, Kenya. *Journal of guidance and counselling*, 4(1), 1-25. <https://doi.org/10.51317/jgc.v4i1.707>



A publication of Editon Consortium Publishing (online)

Article history

Received: 20.01.2025

Accepted: 24.02.2025

Published: 24.03.2025

Scan this QR to read the paper online



Copyright: ©2025 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

The purpose of this study was to investigate the parental involvement in the academic achievement of pupils in selected public primary schools within Makadara Sub-County, Nairobi County, Kenya. This study employed a descriptive research design, targeting 7 public primary schools in Makadara Sub-County, Nairobi County, Kenya. The participants included class teachers and 1,645 grade five and six pupils. These schools were purposively selected due to consistently low KCPE average results over the past five years. Stratified sampling was used to proportionately select pupils and teachers. Data was collected using open and closed-ended questionnaires, capturing both quantitative and qualitative data. Quantitative data was analysed using SPSS Version 27 through correlation and regression analysis, while qualitative data was thematically analysed and presented narratively. Findings were presented in frequency tables. The results revealed a positive and significant relationship between parental involvement and academic achievement of pupils in selected public primary schools within Makadara Sub-County, Nairobi County, Kenya. It was concluded that parental involvement significantly enhances pupils' academic achievement. Thoughtful homework supervision boosts performance, while active school participation and consistent parent-child interactions create a supportive learning environment. Effective parent-teacher communication ensures continuous progress. The study recommends that the Ministry of Education collaborate with communities to improve rural learning environments through better infrastructure. Schools should offer parent training programs, and teacher training should emphasise parental engagement. Further research should examine teacher challenges, technology's role in learning, school policies, and the long-term impact of parental involvement.

Key terms: Academic achievement of pupils, Makadara Sub-County, Nairobi County Kenya, parental involvement, public primary schools.

1.0 INTRODUCTION

Numerous students in Nairobi County's Makadara Sub-County continue to perform below expectations in their academic work despite numerous educational reforms and government initiatives to improve academic performance in Kenya's public elementary schools. According to the Kenya Certificate of Primary Education (KCPE) results for 2022, Nairobi's performance, including Makadara Sub-County, improved over prior years. The highest score in the 2021 examinations was 428, and applicants' general performance improved, with more students receiving higher scores than in previous years. According to government data from the Ministry of Education, Makadara Sub-County's average KCPE pass rate is 45 per cent, which is much lower than the 55 per cent national average.

Education provides a platform for national shifts in culture and finances through the overall mind-sharpening of a child (Ministry of Education, 2019). As necessary collaborators in education, parents bear the responsibility of delivering not just guidance but excellent education to children. Parental connection is fundamental to the intellectual growth of the child by providing the support needed to enhance academic achievement both at home and in the classroom (Jeynes, 2016).

According to Koskei (2014), a parent may be having difficulty in making ends meet or simply overwhelmed by parenting responsibilities. Koskei further states that many parents do not understand their role in the education of their children, seeing their children's education as solely the schools' responsibility. He also points out that if parents do not care about learning, their children will ultimately pick this attitude.

Active parental engagement ensures a safe and supportive environment, contributing to motivation and self-esteem (Saadu, 2023). It involves both commitment and participation, ensuring a conducive home and school environment (Kahraman & Yilmaz, 2017). Parental involvement includes financial support, school visits, meeting attendance, and volunteering, which lead to better academic performance (Kartika et al., 2019). Emotional support and parental warmth further motivate children to excel in school. Education stakeholders, including parents, teachers, and government representatives, contribute to pupils' success. Regular parental participation in academic activities fosters a sense of ownership and responsibility among children (Kibaara & Ndiragu, 2014).

Globally, parental involvement is recognised for its positive impact on children's academic and socio-emotional development (Deeya, 2024). However, economic and social barriers hinder some parents from fully engaging in their children's education (Ntekane, 2018). Meta-analyses conducted in Europe show a strong link between parental involvement and academic success, with factors such as homework monitoring and teacher communication playing a key role (Fan & Chen, 2011). In the U.S., studies indicate that parental involvement moderately improves academic outcomes, while

research in Azerbaijan and Chile highlights the varied forms it takes across different regions (Castro et al., 2015; Garbacz et al., 2018; Schueler et al., 2017).

In Africa, research confirms a positive relationship between parental engagement and academic performance, with findings from South Africa emphasising its role in attendance, cultural identity, and discipline (Zenda, 2021). In Nigeria, economic hardships and work demands limit parental involvement, while South African research highlights the need for context-specific strategies to encourage engagement (Ibrahim & Jamil, 2012; Munje & Mncube, 2018). Studies in Zambia and Tanzania reveal that parental support fosters emotional development and stronger parent-teacher relationships, reinforcing the benefits of engagement in education (Banda, 2019).

In Kenya, research shows that mothers are more likely to assist children, while many parents provide minimal academic support (Echaune, 2015). Encouragement from parents significantly influences university aspirations (Mungai, 2021). Qualitative studies indicate that parental participation in meetings and communication with schools positively affects academic performance (Ondieki, 2012). However, a lack of engagement in slum schools results in poorer outcomes (Maina, 2017).

Despite some parents actively supporting their children, economic and work constraints limit others, leading to varied academic performance. Schools with high parental engagement report better student outcomes (Echaune, 2015). Existing studies in Kenya reveal research gaps, including the reasons behind gender differences in parental involvement and its long-term effects. Further research should explore parental engagement across different school types and academic levels (Ondieki, 2012).

Despite various educational reforms and government efforts to enhance academic performance in public primary schools in Kenya, many pupils in Makadara Sub-County, Nairobi County, continue to exhibit suboptimal academic achievement. Based on the 2022 Kenya Certificate of Primary Education (KCPE) results, the performance in Nairobi, including Makadara Sub-County, showed an improvement from previous years. In the 2021 exams, the highest score was 428 marks, and overall performance had increased, with more students scoring higher marks compared to prior years. Government records from the Ministry of Education reveal that the average pass rate for the KCPE in Makadara Sub-County is 45 per cent, significantly below the national average of 55 per cent. Additionally, absenteeism and dropout rates in this sub-county are notably higher, with a 15 per cent absenteeism rate compared to the national average of 8 per cent. Republic of Kenya (2024) records show that Nairobi County has 225 public primary schools and hundreds of private primary schools, yet none from Makadara Sub-County is found among the top twenty primary schools.

Parental involvement is widely recognised as a crucial determinant of student success, influencing academic performance through support mechanisms such as assisting with homework, monitoring progress, and maintaining active communication with teachers. However, in Makadara Sub-County, evidence suggests low levels of parental engagement, which may be contributing to poor academic outcomes. Reports from school administrators indicate that parental attendance at academic

meetings and consultations remains below 50 per cent, while surveys conducted in selected schools reveal that about 60 per cent of parents do not actively monitor their children's homework or provide learning materials at home (Romata et al., 2021).

This study seeks to investigate the impact of parental involvement on the academic achievement of pupils in selected public primary schools within this region of the study, aiming to identify key areas for improvement and propose actionable strategies to foster more effective parental participation in their children's education.

2.0 LITERATURE REVIEW

Theoretical Review

Ecological Systems Theory

The ecological systems theory, developed by Bronfenbrenner (2000), serves as the foundation for this study, emphasising the interaction between individuals and their environments. The theory identifies four environmental systems: microsystem, mesosystem, exosystem, and macrosystem. This study primarily focuses on the microsystem and mesosystem, which involve the direct interactions between parents, students, and teachers, as well as the communication between home and school environments. The microsystem represents the immediate environment, such as parental involvement in homework monitoring, while the mesosystem examines the interaction between home and school, such as parent participation in school events (Salwiesz, 2015).

In addition, the exosystem and macrosystem indirectly influence academic achievement. The exosystem includes factors like parental work, gender, and education, which may impact parental engagement. The macrosystem encompasses larger societal factors such as politics, economics, and education systems that affect parental involvement. Studies by Bunijevac (2017) have applied ecological systems theory to understand how these various systems influence parental involvement in both home and school settings. This study emphasises the microsystem and mesosystem, highlighting how parental participation in school activities and homework supervision fosters an environment conducive to academic success.

Empirical Review

Parental Involvement and Academic Achievement

McNeal Jr. (2014) found that parental involvement impacts students' academic achievement, both directly and indirectly, with different types of engagement, such as parent-child and parent-school interactions, having significant effects. Garbacz et al. (2018) similarly concluded that parental involvement is more influential than grade point averages in academic performance. This study seeks to examine how various aspects of parental involvement, including participation in school activities and homework supervision, influence the academic achievement of grade five and six pupils in Makadara Sub-County, Nairobi, Kenya.

Schueler et al. (2017) found that parental involvement in communication, goal-setting, and school and household activities positively impacted students' academic success in Chilean secondary schools. This study aims to extend these findings by analysing how these factors influence the academic achievement of grade five and six pupils in Makadara Sub-County, Nairobi, Kenya. Berg et al. (2019) identified that parental involvement through activities such as talking with children and goal-setting significantly boosted academic performance in Ugandan public schools. The current study aims to explore similar aspects of parental engagement and their effect on the academic achievement of primary school pupils in Makadara Sub-County, Nairobi, Kenya.

Fajoju et al. (2016) found that parental involvement positively affected primary school pupils' performance in subjects like English, mathematics, and science in Edo State, Nigeria. This study will examine how different aspects of parental involvement impact academic achievement in Makadara Sub-County, Nairobi, Kenya. Mudibo (2016) found that parental involvement, such as homework supervision and participation in school activities, improved secondary school students' academic performance in Magarini, Kilifi County. This study expands on these findings by exploring how similar forms of parental involvement affect academic achievement in primary schools in Makadara Sub-County, Nairobi, Kenya.

Koskei (2014) showed that while goal-setting and task management improved academic achievement, overall parental involvement did not significantly affect performance in secondary schools in Kieni West, Nyeri County. This study will focus on the impact of parental involvement on primary school students' academic achievement in Makadara Sub-County, Nairobi, Kenya. Wairimu et al. (2016) found that parental involvement positively impacted students' self-esteem, which in turn affected academic achievement in Kieni West, Nyeri County. This study extends this idea by focusing on how parental involvement influences academic achievement in primary school pupils in Makadara Sub-County, Nairobi, Kenya.

Influence of Parental Supervision of Homework on Academic Achievement

Espinosa (2018) examined how family participation in supervising math literacy affects academic achievement in preschoolers. The study, conducted with a multilingual childcare centre in New Jersey, found that Latino families were highly engaged in using math literacy packets. The study focused on preschoolers, but this research gap is addressed by the current study, which investigates the effect of parental homework supervision on public primary school pupils' academic achievement.

Yamamoto et al. (2016) investigated the relationship between parental homework supervision and children's academic achievement in math and English. The longitudinal study involving American and Japanese preschoolers showed that homework supervision improved academic performance. However, the rigid survey methodology was limited in scope. The current study uses more flexible questionnaires with open-ended questions tailored to the target population to examine parental homework supervision's impact on academic achievement in primary school pupils.

Ndebele (2018) studied how primary school administrators perceive homework's role in students' academic progress in South Africa. The qualitative study found that homework, when supervised by parents, contributes positively to students' performance. However, the study relied on administrators' subjective impressions. The current study uses qualitative data to more specifically measure the relationship between parental supervision of homework and academic achievement.

Mwenda (2017) explored the relationship between parental assistance with homework and academic achievement in lower primary school students in Laikipia. The study showed that parents' homework assistance positively affected students' academic success. However, the study's focus on younger children limited their ability to provide detailed responses. The current study focuses on grade 5 and grade 6 pupils who are better able to engage with the survey and interview questions.

Influence of Parent-Child Interaction on Academic Achievement

Flouri and Buchanan (2013) conducted a longitudinal study that found positive and supportive parent-child interactions were linked to better academic outcomes, such as higher test scores and increased engagement in learning. A cross-sectional study by González-DeHass et al. (2022) also found that frequent, positive communication between parents and children about education led to improved academic performance.

Masabo et al. (2017) investigated parental involvement in school activities in Community Secondary Schools in Tanzania. The study found that challenges such as communication barriers and inadequate resources hindered parents' involvement. The study recommended increased parental participation in school activities to improve academic performance. A meta-analysis by Fan and Chen (2011) highlighted that parental involvement, including communication, guidance, and emotional support, significantly influences students' academic performance. Additionally, supportive parent-child interactions led to higher motivation and academic achievement in students across various countries.

Muchunku (2014) explored the impact of socio-economic factors on academic performance in Kenya. The study noted that educated parents tend to have higher expectations and prioritise the parent-student-school-community relationship, contributing to better academic outcomes. However, the study focused on socio-economic factors, and the current research will explore other aspects of parental involvement, such as participation in school activities, homework supervision, and parent-child interaction, in relation to academic achievement.

Influence of Parental Participation in School Activities on Academic Achievement

Mante et al. (2021) examined the impact of sponsoring educational initiatives on students in Ghana. Using data from 363 students, the study found that financial challenges hindered effective parental participation, but a strong positive correlation existed between parental involvement and academic success. The current study explores parental participation in school activities and its influence on academic achievement in public primary schools.

Lafortune et al. (2018) analysed the effect of parental discipline on student achievement in a survey of 532 secondary school students. The study found that parental supervision and discipline significantly improved performance in public schools. The current study focuses on how parental participation in school activities affects academic achievement in grade 5 and grade 6 pupils.

Muller and Kerbow (2018) investigated how parental participation at home, school, and community influences academic achievement. Using regression and correlation analysis, they found that parental involvement in school events and meetings positively impacted student performance. The current study extends this by examining the role of class teachers and pupils in public primary schools. Anderson et al. (2019) studied the link between student discipline and academic success using data from 400 respondents. The findings indicated that discipline positively influenced academic performance. However, the current study shifts focus to how parental involvement in school activities influences public primary school pupils' achievement.

Nalugemwa (2022) investigated the effects of school culture on student achievement in government secondary schools. The study found that goal-setting improved academic performance by enhancing coordination, evaluation, and supervision. The current study explores how parental participation in school activities contributes to academic achievement in primary schools.

Njeru et al. (2024) reviewed studies on parental involvement and academic achievement in Kenya. Their findings highlighted the positive impact of reading aloud, setting high expectations, and providing educational guidance. The current study affirms these findings by focusing on class five and six pupils in public primary schools.

Robinson and Harris (2016) found that parents who actively monitor and communicate academic progress foster higher self-esteem, motivation, and better classroom behaviour. The current study aims to confirm these findings in the context of public primary schools.

3.0 METHODOLOGY

This study was informed by the Ecological Systems Theory. This research employed a descriptive research design which was appropriate given that it enabled the researcher to gather data and produce easily understood and analysed statistical results. The population of the study consisted of 7 public primary schools within Makadara Sub-County, Nairobi County, Kenya. The target population was 21 class teachers and 1,645 pupils of grades five and six within Makadara Sub-County, Nairobi County, Kenya.

7 of 26 public primary schools were purposively selected due to consistently low KCPE results over the past five years in Makadara Sub-County, Nairobi County, Kenya. A random sample of 313 pupils and 21 class teachers was chosen, with pupil selection and gender distribution determined proportionately. Data was collected using open and closed-ended questionnaires, which helped in

collecting both quantitative and qualitative data. The reliability of the questionnaire was evaluated using the Cronbach's Alpha.

Castillio (2009) provides the following rules of thumb: >0.9 – Excellent, >0.8 – Good, >0.7 – Acceptable, >0.6 – Questionable, >0.5 – Poor and <0.5 – Unacceptable. A Cronbach's alpha value of 0.7 was used as the threshold for reliability for this study. Quantitative data was analysed using SPSS Version 27 and analysis involved correlation and regression analysis. The analysed data was presented in the form of frequency tables. On the other hand, qualitative data was analysed thematically and presented in a narrative form. Themes were identified based on the study objectives.

4.0 FINDINGS AND DISCUSSION

Descriptive Statistics

Parental Supervision of Homework and Academic Achievement

Data regarding the parental supervision of homework and academic achievement were gathered through responses to a "parental supervision Questionnaire." The questionnaire utilised a five-point scale ranging from "Always" (A) to "Never" (N) to gauge the frequency of specific parental supervision of homework. Average responses were calculated for each content preferred by class teachers in their roles within Makadara sub-county public primary schools. Descriptive statistics were employed to determine the average response, along with the percentage scores indicated by the respondents.

Table 1: Parental Supervision of Homework and Academic Achievement

	N	Mean	Std. Deviation
The parents always inquire about the homework given.	16	3.1250	1.58640
Parents always provide the required materials for homework takes.	16	4.0000	1.46059
The pupils always come to school already homework well done	16	3.6250	1.25831
Pupils always narrate how they have been given a conducive environment to work out their homework	16	3.6875	1.35247
There is tendency of some pupils not completing their homework.	16	3.4375	1.54785
Some of the pupils always narrate how their parents were not supportive at home	16	3.9375	1.28938
Inadequacy of basic amenities such as lights causes some of the pupils not to complete homework	16	2.6875	1.13835

Source: Analytical Data (2024)

The survey data revealed that a majority of class teachers affirmed that the parents always inquire about the homework given, with a mean of 3.125 and a standard deviation of 1.59. This indicates that pupils should be assigned homework, as parents are keen on their academic performance, often assessed through homework completion. When pupils return to school, class teachers evaluate the extent of parental involvement in supporting their homework.

The study also affirmed that the majority of the class teachers strongly agreed, based on the mean score and standard deviation of the analysis, that parents always provide the required materials for homework, which posited a mean of 4.0 and standard deviation of 1.46, which signified a higher parity on the response based on the positive feedback of the respondents. These findings revealed that the parents were very eager to see their pupils excel academically through the provision of all necessary requirements so that they don't have an excuse for not performing as their parents would wish them to.

Regarding whether the pupils always come to school with their homework well done, the study established that it had a mean of 3.63, which affirmed that the response was positive from the respondents and a standard deviation of 1.26, which implied that the response was diverse, with the majority agreeing. These findings revealed that when it comes to the class teachers evaluating the kind of work done from the homework perspective, they always find it done accordingly, and this gives them hope for the academic excellence of their pupils.

The study examined whether pupils reported having a conducive environment for completing their homework. The findings revealed that the environment was generally favourable, as class teachers strongly agreed with this statement, with a mean score of 3.69 and a standard deviation of 1.35. The findings affirmed that the narration to which the pupils were scribing to their teachers was an indication that they were having good times when carrying out their homework at home. The study established that the majority of the respondents positively responded to the statement that there was a tendency for some pupils not to complete their homework. This was based on the fact that the statement had a mean of 3.44 and a standard deviation of 1.55. This response signified that, to some great extent, some of the pupils could find themselves in an unconducive environment, which hindered them from undertaking their homework with ease, hence making it hard for their class teachers to follow up on their academic progress. This, therefore, revealed that based on the backgrounds some pupils came from, some parents were struggling to make ends meet; hence, even checking their children's homework was quite difficult for them.

The study in establishing whether some of the pupils always narrated how parents were not supportive at home had a mean of 3.94 and a standard deviation of 1.29. These findings revealed that the majority of the class teachers found themselves at a crossroads while in need to see their pupils performing through frequent giving the pupils' homework, but at home, there was no consideration of the task by the parents. This truly made it hard for the class teachers to be kind to

the pupils as the parents seemed not to care about the academic performance of their pupils which even demotivated the class teachers in following up on the pupils.

The study examined whether the lack of basic amenities, such as lighting, affects pupils' ability to complete their homework. The findings showed a mean of 2.69 and a standard deviation of 1.14, indicating that most class teachers agreed with the statement. This suggests that many pupils in public primary schools in Makadara struggle to complete their homework due to inadequate amenities, which makes it difficult for them to create a conducive study environment. This, therefore, affirmed that it was quite challenging for the pupils to perform as expected from the parental supervision of homework point of view.

These study findings are in agreement with those of Espinosa (2018), who carried out a study on the subject of promoting family participation in supervising mathematic literacy and found out that parents helped their kids at home and that Latino families enjoyed using the math literacy packets that were sent home with them. The findings also agree with that of Yamamoto et al. (2016), who investigated the connection between a child's academic achievement and parents' homework supervision and established that parental homework supervision improved preschoolers' math and English academic achievement. It was as well agreeing with the findings of Ndebele (2018), who conducted a study to understand how public primary school administrators saw homework's contribution to pupils' academic progress in grades one through three and established that because homework raises pupils' performance through parental supervision it at home, it is a useful teaching strategy for foundation phase pupils.

Influence of Parental Participation in School Activities on Academic Achievement

Data regarding parental participation in school activities on academic achievement were gathered through responses to a "parental participation questionnaire." The questionnaire utilised a five-point scale ranging from "Always" (A) to "Never" (N) to gauge the frequency of specific parental participation in school activities. Average responses were calculated for each content preferred by class teachers in their roles within Makadara sub-county public primary schools. Descriptive statistics were employed to determine the average response, along with the percentage scores indicated by the respondents.

Table 2. Parental Participation in School Activities on Academic Achievement

	N	Mean	Std. Deviation
Parents always come to school to seek their pupil's performance.	16	3.5000	1.63299
Some parents are very vocal when called upon to discuss issues related to their pupils' discipline.	16	3.5000	1.50555
The school has a policy on how parents should be engaged in various activities	16	3.4375	1.54785

Journal of Guidance and Counselling

Different parents are always engaged in schools' projects.	16	3.7500	1.73205
Many parents always sponsor the schools' activities	16	3.0000	1.78885
There is a tendency of parents coming up to discuss on issues on child improvement	16	3.7500	1.34164
Parents always present themselves when called upon in different school events.	16	3.6875	1.57982

Source: Analytical Data (2024)

The analysis based on how parental participation in school activities enhances the pupil's academic performance from the class teacher's perspective was analysed descriptively. From the analysis, the study revealed that a majority of class teachers affirmed that the parents always come to school to seek their pupil's performance, with a mean of 3.5 and a standard deviation of 1.63. This indicated these findings were confirmation that some of the parents were very keen in following up on the progress of their pupils and therefore they were always eager to know the class teachers of their pupils, especially even visiting the school to understand more about how their children were fairing on. The study also affirmed that quite a number of the class teachers strongly agreed that some parents are very vocal when called upon to discuss issues related to their pupils' discipline, which posited a mean of 3.5 and standard deviation of 1.51, which signified a higher rate of positive response of the respondents. These findings revealed that the parents always had a great concern for their children, especially when they were called to discuss issues relating to their performance.

In relation to whether the school has a policy on how parents should be engaged in various activities, the study established that it had a mean of 3.44 and a standard deviation of 1.55, which implied that the response was diverse, whereby the majority of the respondents agreed. These findings revealed that the parents of some of the pupils are very concerned and always adhere to the policy in place based on how they should be engaging with the school concerning the success of their children. The study in relation to whether different parents are always engaged in schools' projects, the findings revealed that some parents were very cooperative when it comes to engaging in school projects, as this was through the response from the class teacher's perspective, who strongly agreed with the statement which had a mean of 3.75 and standard deviation of 1.73. The findings affirmed that the parents are key when it comes to the academic performance of their pupils, and therefore, when called upon to support some school projects, they should not hesitate to do so as these projects are for the well-being of their children at school.

The study established that the majority of the respondents positively responded to the statement that many parents always sponsor the school's activities. This was based on the fact that the statement had a mean of 3.0 and a standard deviation of 1.79, which signified parity in response. This, therefore, revealed that based on this, there are some parents who wish their children well academically, and therefore, when called upon to sponsor projects, they always give it a priority. In establishing whether there was a tendency of parents to come up to discuss issues on child improvement had a mean of 3.75 and a standard deviation of 1.34. These findings revealed that the

majority of the class teachers found themselves most of the time having a discussion with parents at school in order to chat way forward, especially to those parents whose children were not performing, and this channelled way out on what should be done to improve on their performance.

The study assessed whether parents consistently attended school events when called upon. The findings showed a mean of 3.69 and a standard deviation of 1.58, indicating that most class teachers agreed with the statement. This suggests that the majority of parents respond positively to invitations from the school, especially when events require their presence. This involvement fosters a sense of care and concern, motivating pupils and contributing to a spirit of excellence, as they perceive their parents as actively supporting their well-being.

The findings of objective number two of the study, which is the influence of parental participation in school activities on academic achievement, agreed with the findings of Mante et al. (2021), who carried out a cross-sectional study in Ghana to examine the effect of sponsoring educational initiatives on children's academic achievement and established that there existed significant positive association exists between children's academic success and parental involvement in their schooling. It agrees with the findings of Muller and Kerbow (2018), who found that parental involvement positively affects students' academic performance, such as helping at school functions and attending meetings.

Influence of Parent-Child Interaction on Academic Achievement

Parent-child interaction is very critical, especially when it comes to the academic performance of pupils. The analysis of the data was, therefore, based on the findings that were arrived at after the coding. The questionnaire utilised a five-point scale ranging from "Always" (A) to "Never" (N) to gauge the frequency of specific parental participation in school activities. Average responses were calculated for each content preferred by class teachers in their roles within Makadara sub-county public primary schools. Descriptive statistics were employed to determine the average response, along with the percentage scores indicated by the respondents.

Table 3. Parent-Child Interaction on Academic Achievement

	N	Mean	Std. Deviation
Parents spent time assisting their children with homework daily	16	3.7500	1.48324
Parents often discuss the importance of good education with their children	16	3.3125	1.44770
Parents handle conflicts with their children quite well	16	3.7500	1.29099
Parents read the school newsletter with the children every end-term	16	3.4375	1.31498
Parents work schedule interferes with their ability to help their children with schoolwork/ assignment	16	4.0625	1.34009

Journal of Guidance and Counselling

The children and the parents talk about their activities and what was learned in school every day	16	3.1250	1.58640
The children and the parents visit the local library	16	4.0000	1.46059
The parents take their children to participate in community-based activities within the local school community as informed by the teachers/school.	16	3.6250	1.25831

Source: Analytical Data (2024)

The study findings revealed that parents spent time assisting their children with homework daily, as indicated by a mean of 3.75 and a standard deviation of 1.48. Moreover, Parents often discuss the importance of good education with their children, as supported by a mean of 3.31 with a standard deviation of 1.45, signifying a high magnitude of response as the majority agree with the study statement. More to that, the study established that the majority of the class teachers affirmed that parents handle conflicts with their children quite well,, which expositied a mean of 3.75 and a standard deviation of 1.29. These findings agree with those of Flouri and Buchanan (2013), who explored the impact of parent-child interaction on academic achievement over time, and they found that supportive parent-child interaction is associated with better academic outcomes, including higher test scores and increased engagement in learning activities.

The study in relation to whether parents read the school newsletter with the children every end-term found out that the majority of the class teachers were positive about these, which was supported by a mean of 3.44 with a standard deviation of 1.314. The study also established that the majority of the class teachers were in agreement that parents' work schedules interfere with their ability to help their children with schoolwork/assignments, as expositied by a mean of 4.06 and a standard deviation of 1.34. These findings agree with that of Masabo et al. (2017) who found out that parents faced various challenges that could negatively affect their involvement in school activities. It also established that teachers had no experience in dealing with parents, and the parents had inadequate resources.

The study in establishing whether the children and the parents talk about their activities and what was learned in school every day led to a mean of 3.13 and a standard deviation of 1.59, which was a result of the majority of the class teachers agreeing with the study statement. The study also affirmed that the majority of the class teachers strongly agreed that the children and the parents visit the local library, which had a mean of 4.0 and a standard deviation of 1.46, signifying the positivism in response of the class teachers. The study also affirmed that the majority of the class teachers agreed that the parents take their children to participate in community-based activities within the local school community as informed by the teachers/school, as this had a mean of 3.63 and a standard deviation of 1.26 which was an indication that parents were willing to support their children especially when there was any activity which required them to be together in order to achieve the benefits of that program. The findings align with those of Muchunku (2014), who studied the effects of socio-economic factors on pupils' performance in KCPE in Chuka Division,

Tharaka-Nithi County, Kenya. Muchunku revealed that educated parents recognise the importance of the parent-student-school-community relationship in promoting educational attainment. As a result, they prioritise building strong partnerships to support their children's academic success.

Academic Achievement

The researcher sought the response from the respondents based on how academic achievement was being influenced by parental involvement. Likert scale was used to rate the statements whereby 5 represented Very likely, 4 likely, 3 neutral, 2 unlikely and 1 very unlikely. The analysis is presented in the table below.

Table 4. Academic Achievement

	N	Mean	Std. Deviation
My pupils have always been performing unless they have an issue with school fees.	16	3.6875	1.35247
Most subjects have average performance, hence always encouraging.	16	3.4375	1.54785
I always find my pupils seeking help whenever they have a challenge in any subject hence, performance improves	16	3.9375	1.28938
Some of my pupils have adopted new mechanisms of dealing with difficult subjective through pooling of each skill	16	2.6875	1.13835
There is always continued improvement in the academic performance of those who seem not to catch up.	16	3.5000	1.63299

Source: Analytical Data (2024)

The findings in the table above relate to academic achievement based on class teachers' point of view, whereby the study established that the majority of the class teachers strongly agreed that their pupils had always performed well unless they faced issues with school fees, as indicated by a mean of 3.69 with a standard deviation of 1.35. The study also noted that the minority disagreed that most subjects have average performance, hence always encouraging, which had a mean of 3.44 with a standard deviation of 1.55. This was an indication that the class teachers were very conversant about the academic achievement of every pupil, and therefore, if, in any case, there appeared to be discrepancies in performance, they were able to detect it and adjust accordingly.

The study from the analysis noted that the majority of the respondents agreed that the class teachers always find their pupils seeking help whenever they have challenges in any subject hence, performance improves as shown by a mean of 3.94 with a standard deviation of 1.29. The study from analysis also revealed that some of the pupils had adopted a new mechanism of dealing with

difficult subjects through a pooling of each skill as expositied by a mean of 2.69 and a standard deviation of 1.14. The study also established that there was always continued improvement in the academic performance of those who seemed not to catch up, as indicated by a mean of 3.50 with a standard deviation of 1.63. The findings revealed that the academic performance of the pupils was very critical through the class teacher's enforcement, and therefore, whenever the pupils found themselves in any challenge that sought the attention of their class teacher, they were readily willing to help out.

Correlation Analysis

It was done to find out the relationship between the IV and DV. The IVs were parental supervision of homework, parental participation in school activities and parent child interaction. On the other hand, the DV was pupils' performance in academics. Results are in Table 5.

Table 5. Correlation Analysis

		Performance	Supervision	Participation	Interaction
Performance	Pears. Correl.	1			
	Sig. (2-tailed)				
Supervision	Pears. Correl.	.644**	1		
	Sig. (2-tailed)	0.000			
Participation	Pears. Correl.	.530**	-.130	1	
	Sig. (2-tailed)	0.000	0.937		
Interaction	Pears. Correl.	.578**	.299	.002	1
	Sig. (2-tailed)	0.000	0.099	0.395	

Table 5 exhibits that there is a positive relationship between PSH and pupils' academic achievement, with a correlation coefficient of .644. The p value of 0.000 is an indicator that this correlation is significant. It means that with more homework supervision by parents, pupils' academic achievement ought to improve as a result. Similarly, it was revealed that parental involvement in school activities and pupils' academic achievement moved with the same momentum. The R coefficient was .530, with a corresponding p value less than 0.05, insinuating the significance of this relationship. It means that the more parents are tangled in the school activities, the improved academic performance of pupils will be observed.

Further, parent-child interaction and academic performance among the pupils were found to be having a positive relationship. The correlation coefficient and p value were 0.578 and 0.000, respectively. This indicates that when one variable improves, the other one also improves. In this case, when the parent-child interaction is high, an improvement in performance is expected. The above outcomes depict that supervision of homework had the greatest influence on pupils' academic achievement, followed by parent-child interaction and then parental supervision of homework.

Regression Analysis

The study considered analysing the regression to determine how parental involvement had influenced the academic achievement of public primary school pupils. This therefore called for the determination of Model summary, ANOVA, and regression coefficients.

Model Summary

The findings of the coefficient of correlation R and coefficient of adjusted determination R² are shown in the table below.

Table 6. Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.963 ^a	.928	.910	.35282

a. Predictors: (Constant), PCI, PPS, PSH

The findings of the above table established that there was a substantial correlation between the variables, as indicated by the coefficient of correlation (R), which was 0.963. This indicated that the independent variables (parent-child interaction, parental participation in school activities and parental supervision of homework) could explain changes in the academic achievement of pupils in public primary schools in Makadara, as shown by the coefficient of adjusted determination R² of 0.910, or 91 per cent. Other factors outside the study of the current study account for the remaining 9 per cent.

These findings align with Bronfenbrenner's Ecological Systems Theory, which emphasises the interconnected influence of various environmental systems on a child's development. The microsystem, which includes direct interactions between parents and children, is reflected in parent-child interaction, as consistent engagement fosters cognitive and emotional development. The mesosystem, which focuses on relationships between different environments, is evident in parental participation in school activities, strengthening collaboration between home and school, thereby enhancing academic achievement. Moreover, parental supervision of homework represents both microsystem and exosystem influences, as structured support at home directly affects learning, while external factors like parental work schedules may shape the level of supervision provided. These findings reinforce the theory's premise that a child's development is shaped by multiple interacting systems within their environment.

ANOVA.

The study analysed the ANOVA at the significance level of 95 per cent. The findings of F Calculated and F Critical are shown in Table 7 below.

Table 7. ANOVA

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19.186	3	6.395	51.377	.000 ^b
	Residual	1.494	12	.124		
	Total	20.680	15			
a. Dependent Variable: AC						
b. Predictors: (Constant), PCI, PPS, PSH						

The study carried out an F-test to examine whether there was any difference in the regression and the residual. The results were then compared through F Calculated, as determined by the computed table above, and F Critical, as determined by the F distribution table, was done to accomplish this. The results demonstrate that $F_{calc} 6.395 < F_{Critical} 51.377$. The ability of the overall regression model to accurately forecast how parental involvement would influence the academic achievement of public primary school pupils in Makadara was demonstrated above. The significance results of 0.000 served as additional evidence for this. At least one variable significantly influenced academic achievement, as shown by the p-value of $0.00 < 0.05$.

Descriptive Analysis for the Pupils

Parental Supervision of Homework and Academic Achievement

Data regarding the parental supervision of homework and academic achievement were gathered through responses to a "parental supervision Questionnaire." The questionnaire utilised a five-point scale ranging from "Always" (A) to "Never" (N) to gauge the frequency of specific parental supervision of homework. Average responses were calculated for each content preferred by class teachers in their roles within Makadara sub-county public primary schools. Descriptive statistics were employed to determine the average response, along with the percentage scores indicated by the respondents.

Table 8. Parental Supervision of Homework and Academic Achievement

	N	Mean	Std. Deviation
My parent always asks me whether I have homework	270	3.8556	1.25157
My parents always provide the necessary requirements for homework	270	3.8407	1.34157
When I have challenges in undertaking my homework, I always consult my parents	270	3.8852	1.30119
Parents provide the necessary amenities, such as enough lights to carry out my homework	270	4.0185	1.29756

I always find pleasure when I am not given other duties to undertake my homework	270	3.7963	1.29022
Valid N (likewise)	270		

Source: Analytical Data (2024)

The results in Table 8 indicated that most of the pupils indicated that their parents always ask them whether they have homework (M=3.86, std. deviation = 1.25), which signified that the majority of the pupils agreed with the statement. It is an indication that parents demonstrate active involvement in their children's academic activities by ensuring that homework completion is a priority, reinforcing accountability in learning. On the other hand, an encouraging number of pupils strongly agreed that their parents always provide the necessary requirements for the homework (M=3.84, std. deviation = 1.34). This implies that many parents recognise the importance of equipping their children with essential learning materials, which is critical for fostering a conducive home learning environment.

When the pupils have challenges in undertaking their homework, they always consult their parents (M=3.89, std. deviation=1.30), which signified that the majority were positive with the study statement. On the other hand, based on whether parents provide the necessary amenities, such as enough lights to carry out the pupil's homework (M=4.02, std. deviation=1.30), which was an indication that the majority of the pupils were positive with the study statement. This displays the role of parents in creating an enabling study environment at home, which can directly influence a child's concentration and academic achievement.

On the other hand, the pupils always find pleasure when they are not given other duties to undertake their homework (M=3.80, std. deviation=1.29) which signified positive response from the pupil's perspective. It is an indication that minimising non-academic responsibilities during study time is crucial in enabling children to focus on their schoolwork without unnecessary distractions, thereby enhancing their academic performance.

Influence of Parental Participation in School Activities on Academic Achievement

The study considered evaluating how parental participation in school activities enhanced the pupil's academic performance as stipulated by the research questions under study, as shown in Table 9.

Table 9. Parental Participation in School Activities on Academic Achievement

Descriptive Statistics			
	N	Mean	Std. Deviation
My parents present themselves in any school activity	270	3.9630	1.26378
My parent/ guardian has a passion for sponsoring my school activities.	270	3.9000	1.31095
My parent always visits my class teacher when I am not	270	3.8519	1.29637

performing			
When my parent/guardian realises that I am not behaving well, always comes to school to seek more answers	270	4.0407	1.25924
My parent/guardian always visit the school to know more about the projects in progress	270	3.7704	1.40069
Valid N (listwise)	270		

Source: Analytical Data (2024)

From Table 9, it was found out that pupil's parents presented themselves in any school activity (M=3.96, std. deviation=1.26), which was an indication that the parents were very committal towards their children's school well-being, and that's why they were always available for school activities whenever called upon to participate. It insinuates that parental presence in school functions fosters a sense of accountability and reinforces the importance of education in their children's lives. The study also found that the majority of the pupils agreed that their parent/ guardian had a passion for sponsoring their school activities (M=3.90, std. deviation=1.31). This demonstrates that financial investment in school-related programs is a key aspect of parental involvement, potentially contributing to better academic experiences and resources for pupils.

The pupils parent always visited their class teacher when they were not performing (M=3.85, std. deviation=1.30) while on the other hand, quite a number of pupils positively responded based on the statement that sought on whether when their parent/guardian realises that they were not behaving well, always went to school to seek for more answers (M=4.05, std. deviation=1.26). This reflects a high level of parental responsibility in addressing disciplinary concerns, which is essential for maintaining a conducive learning environment.

This was factored in through the aspect of a higher number of pupils indicating that their parent/guardian always visited the school to know more about the projects in progress (M=3.77, std. deviation=1.40) which signified that the pupils positively respondents to the statement based on whether their parents/guardian participated in school activities which was purported to be part of making them excel academically.

Influence of Parent-Child Interaction on Academic Achievement

The findings of descriptive statistics on parental-child interaction were determined and summarised as shown in Table 10.

Table 10. Parent-Child Interaction on Academic Achievement

	N	Mean	Std. Deviation
My parent/guardian always accompanies me when we have a school event which needs them being present	270	3.9111	1.34671
My parents/guardians always motivate me and	270	4.1222	1.03645

emphasise the importance of education			
My parent always ensures that he/she handles conflicts with me quite well	270	3.7630	1.38611
My parent and I talk about his/her activities and what was learned in school every day	270	3.8333	1.27821
My parent and I visit the local library	270	3.7741	1.36501
Valid N (listwise)	270		

Source: Analytical Data (2024)

From Table 10, most of the pupils acknowledged that parent/guardian always accompanies them when they had a school event which need them being present (M=3.9, std. deviation=1.35) and that their parent/guardian always motivated them and emphasised on the importance of education (M=4.12, std. deviation=1.04). This demonstrates that most of the parents actively participate in their children's school-related activities, reinforcing a sense of support and belonging that can positively impact academic motivation.

Most of the Pupils' parents always ensured that he/she handled conflicts with them quite well (M=3.76, std. deviation=1.39), which signified a high rate of positivism in the response, which was attributed to the fact that the pupils' parent and them talk about their activities and what was learned in school every day (M=3.83, std. deviation=1.28). The majority positively responded that their parent and visited the local library (M=3.77, std. deviation =1.37), which was an indication that parent-child interaction was of great significance to the pupils' academic life.

Academic Achievement

The findings on academic achievement based on parental participation were presented in Table 11 aligned to Likert scale questions format aligned to inferential statistics.

Table 11. Academic Achievement

	N	Mean	Std. Deviation
I always perform as expected	270	3.7704	1.30735
The subject that I do not understand I always seek help from the relevant teachers	270	3.6963	1.80982
I always ensure that I seek guidance from my teachers to improve my academic	270	3.9037	1.21560
I always ensure that I visit the library for more relevant information where I am weak	270	3.7593	1.28669
I have always been ensuring that I work hard to achieve my goals.	270	3.6370	1.76124
Valid N (listwise)	270		

Source: Analytical Data (2024)

The results in Table 11 showed that most of the pupils performed as expected ($M=3.77$, std. deviation= 1.31) and that in the subject that they were not understanding, they always sought help from the relevant teachers ($M=3.70$, std. deviation= 1.81). However, the standard deviations show that this did not happen among all the pupils.

Most of the pupils always ensured that they sought guidance from their teachers to improve their academics ($M=3.90$, std. deviation= 1.22), which signified a high rate of positivism in the response, which was attributed to the fact that the pupils always sought help when the need arose, and they always ensured that they visited the library for more relevant information where they were weak ($M=3.76$, std. deviation= 1.29). Finally, the majority positively responded that they always ensured that they worked hard to achieve their goals ($M=3.64$, std. deviation = 1.76), which was an indication that the academic performance of the pupils was multifaceted as it required a full combination.

Summary of Findings

Parental Supervision of Homework and Academic Achievement

The study examined the impact of parental supervision on pupils' academic achievement. Teachers confirmed that most parents actively monitored homework, provided necessary materials, and ensured a conducive study environment. However, some pupils struggled due to unfavourable home conditions, affecting their performance. Pupils reported that parents frequently inquired about homework, provided resources, and assisted with challenges. Correlation analysis showed a positive relationship ($r = 0.644$, $p < 0.05$), indicating that increased parental supervision improves academic performance.

Parental Participation in School Activities and Academic Achievement

The study assessed the influence of parental participation in school activities on academic achievement. Teachers observed active parental engagement in school visits, discipline discussions, and school projects. Pupils also noted that parents attended school events, sponsored programs, and addressed performance concerns. Correlation analysis ($r= 0.530$, $p < 0.05$) confirmed that higher parental involvement in school activities leads to improved academic performance.

Influence of Parent-Child Interaction on Academic Achievement

The study explored the effect of parent-child interaction on academic achievement. Teachers and pupils highlighted parental support through homework assistance, educational discussions, and conflict resolution. Parents also encouraged library visits and community activities. Correlation analysis indicated a positive relationship, suggesting that strong parent-child interactions contribute to better academic performance.

5.0 CONCLUSION AND RECOMMENDATIONS

Conclusion: It was concluded that parental involvement plays a crucial role in enhancing pupils' academic achievement. Parental supervision of homework, when implemented thoughtfully, has a

strong positive correlation with academic performance, though it should be carefully balanced to avoid creating dependency. Active participation in school activities and consistent parent-child interactions further contribute to better academic outcomes, fostering a supportive and collaborative learning environment. Effective communication between parents, teachers, and pupils is essential in addressing challenges and ensuring continuous academic progress.

Recommendations: The study recommends that the Ministry of Education collaborate with local communities to address challenges affecting pupils' learning environments, particularly in rural areas with inadequate infrastructure. The government should prioritise improvements in roads, drainage, and electricity to support students' academic needs. Schools are encouraged to organise parent training programs to enhance parental involvement, while teacher training institutions should focus on equipping educators with skills for effective parental engagement. Further research should explore challenges faced by teachers, the role of technology in enhancing academic achievement, and the influence of school policies and environments on parental involvement. A longitudinal approach to studying the long-term effects of parental involvement on academic performance is also recommended.

6.0 REFERENCES

1. Anderson, K. P., Ritter, G. W., & Zamarro, G. (2019). Understanding a vicious cycle: The relationship between student discipline and student academic outcomes. *Educational Researcher, 48*(5), 251–262.
2. Banda, B. (2019). *Parental Involvement in the Provision of Education: A Case of Three Selected Community Primary Schools of Chisamba District, Zambia*. Doctoral dissertation, University of Zambia. Retrieved from <http://dspace.unza.zm/handle/123456789/6510>
3. Berg, C. A., Wiebe, D. J., Lee Tracy, E., Kelly, C. S., Mello, D., Turner, S. L., & Suchy, Y. (2019). Parental involvement and executive function in emerging adults with type 1 diabetes. *Journal of Pediatric Psychology, 44*(8), 970–979.
4. Bronfenbrenner, U. (2000). Ecological systems theory. In A. E. Kazdin (Ed.), *Encyclopedia of Psychology, 3*, 129–133). Oxford University Press.
5. Bunijevac, M. (2017). Parental involvement as an important factor for successful education. *Center for Educational Policy Studies Journal, 7*(3), 137-153.
6. Castro, M. E.-C.-M.-A. (2015). Parental involvement on student academic achievement: A meta-analysis. *Educational Research Review, 14*, 33–46.
7. Cooper, D. R., & Schindler, P. S. (2011). *Business research methods (11th Ed.)*. McGraw-Hill/Irwin.
8. Deeya, S. B. H. (2024). *Parental Perception and Practices to Support Socio-Emotional Development of Children Aged 3-5 Years*. Doctoral dissertation, Brac University. Retrieved from <http://hdl.handle.net/10361/24313>
9. Echaune, M. N. (2015). Parental involvement in homework and primary school academic performance in Kenya. *Journal of Education and Practice, 6*(9), 46-53.
10. Espinosa, C. (2018). *Promoting Mathematics Literacy in Latino children through family involvement at school and at home*. William Paterson University.

11. Fajolu, S. A., Aluede, O., & Ojugo, A. I. (2016). Parental involvement as a correlate of academic of primary school pupils in Edo State, Nigeria. *Research in Education, 95*(1), 33-43.
12. Fan, X., & Chen, M. (2011). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review, 13*(1), 1-22.
13. Flouri, E., & Buchanan, A. (2013). The role of father involvement in children's later mental health. *Journal of Adolescence, 26*(1), 63-78.
14. Garbacz, S. A., McIntosh, K., Vatland, C. H., Minch, D. R., & Eagle, J. W. (2018). Identifying and examining school approaches to family engagement within school wide positive behavioural interventions and supports. *Journal of Positive Behavior Interventions, 20*(3), 127-137.
15. Gonzalez-DeHass, A. R., Willems, P. P., Powers, J. R., & Musgrove, A. T. (2022). Parental involvement in supporting students' digital learning. *Educational Psychologist, 57*(4), 281-294. <https://doi.org/10.1080/00461520.2022.2129647>
16. Harris, A. L., & Robinson, K. (2016). A new framework for understanding parental involvement: Setting the stage for academic success. *RSF: The Russell Sage Foundation Journal of the Social Sciences, 2*(5), 186-201.
17. Ibrahim, A. T. (2012). The Nature of Parental Involvement in the Schooling Process in Katsina State. *Journal of Education and Learning, 1*(2), 37-50.
18. Jeynes, W. H. (2016). A meta-analysis: The relationship between parental involvement and African American school outcomes. *Journal of Black Studies, 47*(3), 195-216.
19. Kahraman, H. & Yilmaz, T. (2017). Parenting practices scale, its validity and reliability for parents of school-aged children. *Educational Sciences: Theory and Practice 17*(3), 3-12.
20. Kartika, Y., Eddie, D., & Mienke, D. (2019). Indonesian parents' involvement in their children's Education: A study in Elementary schools in Urban and Rural schools. *International Journal of Science 17*(9) 44-55.
21. Kibaara, T. M., & Ndirangu, L. M. (2014). Parental involvement in their children's academic achievement in public secondary schools: A case of Kieni-West Sub-County, Nyeri County-Kenya. *International Journal of Education and Research, 2*(11), 411-422.
22. Koskei, B. K. (2014). Influence of parental involvement on students' academic performance of public mixed day secondary schools in Kuresoi sub-county, Nakuru County, Kenya. *International Journal of Education and Research, 2*(12), 505-51.
23. Lafortune, J., Rothstein, J., & Schanzenbach, D. W. (2018). School finance reform and the distribution of student achievement. *American Economic Journal: Applied Economics, 10*(2), 1-26.
24. Maina, F. (2017). *Factors Influencing Pupil Performance in Kenya Certificate of Primary Education among the Slum Public Primary Schools in Makadara Sub-County, Nairobi County, Kenya*. Doctoral Dissertation, University of Nairobi.
25. Mante, D. A., Maosen, L., Aboagye, K. O., & Darko, E. N. K. O. (2021). The Influence of Family Structure on Academic Achievement in the Kwabre East Municipal Area, Ghana. *Open Journal of Social Sciences, 9*(12), 220-242.

26. Masabo, S. L. P., Muchopa, S. E. D., & Kuoth, W. B. (2017). Parental involvement in school activities in Kibondo District, Tanzania: Challenges and remedies. *International Journal of Education and Research*, 5(10), 89–96. <https://www.ijern.com/journal/2017/October-2017/08.pdf>
27. McNeal Jr, R. B. (2014). Parent involvement, academic achievement and the role of student attitudes and behaviors as mediators. *Universal Journal of Educational Research*, 2(8), 564–576.
28. Ministry of Education, Science and Technology. (2022). Improved KCPE performance as top candidate scores 428. Nation Africa. Retrieved from <https://nation.africa>
29. Ministry of Education. (2019). National Education Sector Strategic Plan (NESSP) 2018–2022. Government of Kenya. [https://www.education.go.ke/sites/default/files/Docs/MOE-NESSP%20BOOKLET%20TEXT%20combined%20%20with%20cover%202019%20\(1\).pdf](https://www.education.go.ke/sites/default/files/Docs/MOE-NESSP%20BOOKLET%20TEXT%20combined%20%20with%20cover%202019%20(1).pdf)
30. Muchunku, J. (2014). Effects of socio-economic factors on pupils' performance in Kenya Certificate of Primary Education in Chuka Division, Tharaka-Nithi County, Kenya. Kenyatta University Library.
31. Mudibo, S. O. (2016). *Impact of Parents' Involvement in Students' Academic Success in Secondary Schools in Kenya*. Doctoral dissertation, University of Nairobi.
32. Muller, C., & Kerbow, D. (2018). Parent involvement in the home, school, and community. In *Parents, their children, and schools*. *Open Journal of Social Sciences*, 4(17), 29-38.
33. Mungai, J. G. (2021). Influence of socio-cultural factors on girls' educational and career aspirations in public secondary schools in Samburu County, Kenya. *International Journal of Humanities and Education (Ijhe)*, 5(12), 920-941. <https://www.academia.edu/download/86059669/842807.pdf>
34. Munje, P. N., & Mncube, V. (2018). The lack of parent involvement as hindrance in selected public primary schools in South Africa. *American Economic Journal: Applied Economics*, 10(2), 1-26
35. Mwenda, C. M. (2017). *Influence of Determinants of Parental Involvement in Lower Primary School Pupils' Homework in Laikipia County, Kenya*. Doctoral thesis, Kenyatta University.
36. Nalugemwa, R. (2022). *School Culture and Students' Academic Achievement in Ordinary Level in Government Aided Secondary Schools in Luwero District*. Doctoral dissertation, University of Kisubi.
37. Ndebele, M. (2018). Homework in foundation phase: Perceptions of principles of eight public primary schools in Johannesburg, South Africa. *South African Journal of Education*, 38(2), 1–12.
38. Njeru, J. M., Kirugua, J. M., & Kithela, S. M. (2024). Parental Influence on Teenage Pregnancy among Secondary School Students in Tharaka Nithi County, Kenya. *International Journal of Research and Scientific Innovation (IJRSI)*. <http://repository.tharaka.ac.ke/xmlui/handle/1/4396>
39. Ntekane, A. (2018). *Parental involvement in education*. North West University.
40. Ondieki, L. (2012). *Parental Involvement in Preschoolers' Academic Work in Dandora Educational Zone of Nairobi County, Kenya*. Doctoral thesis, University of Nairobi.
41. Republic of Kenya. (2024). Education sector report 2024. The National Treasury. <https://www.treasury.go.ke/wp-content/uploads/2024/11/Education-Sector-Report-2024-latest.pdf>
42. Robinson, K., & Harris, A. L. (2016). Parental involvement is overrated. *The New York Times*, 12.

43. Romata, F. S. A., Adhiambo, J., & Getui, M. (2021). Examination of the role of parents in the teaching learning process in public schools in Laikipia West Sub-County, Laikipia County, Kenya. *Journal of Education and Practice*, 5(3), 35-53.
44. Saadu, U. T. (2023). Influence of parental Involvement and school environment on pupils' academic performance in the English language. *Indonesian Journal of Multidisciplinary Research*, 3(2), 393–402. <https://doi.org/10.17509/ijomr.v3i2.60072>
45. Salwiesz, M. C. (2015). *The Impact of Parent Involvement on the Education of Children: Unlocking the Role of Parent Involvement in Promoting Academic Achievement among Racially Diverse Kindergarteners*. Doctoral dissertation, Case Western Reserve University.
46. Schueler, B. E., McIntyre, J. C., & Gehlbach, H. (2017). Measuring parent perceptions of family-school engagement: The development of new survey tools. *School Community Journal*, 27(2), 275-301.
47. Wairimu, M. J., Macharia, S. M., & Muiru, A. (2016). Analysis of parental involvement and self-esteem on secondary school students in Kieni West Sub-County, Nyeri County, Kenya. *Journal of Education and Practice*, 7(27), 82-98.
48. Yamamoto, Y., Holloway, D.S., & Suzuki, S. (2016). Parental engagement in children's education: Motivating factors in Japan and the U.S.A. *School Community Journal*, 26(1).
49. Zenda, R. (2021). Implementing a parental involvement policy to enhance Physical Sciences learner's academic achievement in rural secondary schools. *Educational Research for Policy and Practice*, 20(2), 125–143. <https://doi.org/10.1007/s10671-020-09271-9>