

**INFLUENCE OF PARENTAL INVOLVEMENT ON STUDENT'S ACADEMIC
PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN WEST POKOT
COUNTY KIPKOMO SUB-COUNTY, KENYA**

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of the Degree of Master of Education in Leadership and Administration**

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DECLARATION

I declare that this thesis is my original work and has not been submitted to any other university for the award of any degree. All sources of information have been acknowledged.

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DEDICATION

With great humility and profound appreciation dedicate this thesis to my Religious Congregation of the Sisters of Mercy, to my beloved parents Mr. Rafael Kanyi and Mrs. Kareen Kanyi, to my siblings, and my friends who have been there for me all through.

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ABSTRACT

This study examined the influence of parental involvement on student's academic performance in public secondary schools in West Pokot in Kipkomo Sub-County, Kenya. Specifically, it assessed the influence of parental monitoring the progress of students, parental support on study habits, parental provision of learning materials and parental creation of structured environment on the student's academic performance. Guided by Epstein's Theory of Overlapping Spheres of Influence, the study employed a mixed-methods approach with a convergent parallel design, integrating quantitative and qualitative data from structured questionnaires, in-depth interview guides and focus group discussion guides. The target population consisted of all 48 public secondary schools, 367 teachers, 9470 students and 96 Parent Association members in the sub-county. A sample of 10 schools was selected through stratified and simple random sampling techniques, ensuring representation of different types of schools. From the selected schools, all the 10 principals were automatically included in the study. A hundred and ninety-one (191) teachers were included in the study through the stratified and simple random sampling techniques while 384 students were sampled using simple random sampling technique. Thirty (30) Parent Association members were selected using purposive sampling technique. Quantitative data reliability was tested using Cronbach's alpha, while qualitative credibility was ensured through member checks and triangulation. Quantitative data was analyzed descriptively using frequencies and percentages, and presented through tables, pie charts, and graphs. Qualitative data undertook thematic analysis and presented using narratives and direct quotations. Ethical considerations, including informed consent and confidentiality, were observed. The findings of this study revealed a significant gap between teachers' recognition of the value of parental involvement and the actual experiences of students and parents. Teachers overwhelmingly affirmed that parental monitoring, provision of learning materials, encouragement of study habits, and creation of structured home environments directly enhance learner academic performance. Yet, student responses expose limited parental engagement, with many lacking textbooks, revision guides, quiet study spaces, or consistent routines. The study recommends that policy should institutionalize parental empowerment programs, provide targeted support for learning materials to disadvantaged families, and introduce community-based training on structured parenting. At the practice level, schools should strengthen home-school collaboration by appointing parent liaisons, establishing community "Homework Clubs" or learning spaces, and promoting simple, low-cost study routines such as family reading hours and home timetables.

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ABBREVIATION AND ACRONYMS

PTA Parent Teachers Association

KNSB Kenya National Bureau Statistic

WPERI Westpokot Education Research institute

MEK Ministry of Education Kenya

WBK World Bank Kenya

WPCRC Westpokot Cultural Research Centre

KICD Kenya Institute of Curriculum Development

NCES National Centre of Education Statistics

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Parental involvement plays a vital role in enhancing students' academic performance in public secondary schools. Engaged parents positively influence their children's education by fostering a supportive and enriching learning environment. This involvement takes various forms, including monitoring academic progress, assisting with homework, attending school events, and maintaining open communication with teachers. Studies have shown that students whose parents are actively involved in their education tend to achieve higher grades, exhibit better attendance, and display more positive attitudes toward school. For instance, a meta-analysis by Fan & Chen, (2001) in china found a strong correlation between parental involvement and academic success, indicating that when parents take an active interest in their children's schooling, it leads to improved educational outcomes. Furthermore, effective parent-child communication about school activities and expectations can instill a sense of responsibility and motivation in students, encouraging them to adopt disciplined study habits. By providing resources such as a quiet study space, educational materials, and additional academic support, parents can further enhance their children's learning experiences. Overall, the active participation of parents in their children's education is a key factor in promoting higher academic achievement in public secondary schools.

Globally, United Nations Educational Scientific and Cultural Organizations (UNESCO) has emphasized the importance of parental involvement in its Education for All (EFA) initiative and subsequent Sustainable Development Goals (UNESCO, 2022). This was done by highlighting the involvement of parents as key investors ensuring worldwide quality education for children. The significance of parental involvement was clearly emphasized and

delineated in the No Child Left Behind Act. More specifically, schools were instructed to engage families in education of their children and encourage the participation of parents in regular, two-way communications involving student academic achievement and various school activities. Due to the pressure from administration applied by partially tying funding of schools to successful parental involvement programs, and adoption of multiple reforms that incorporate parental involvement as one of their integral parts, schools across the United States have been working on designing and implementing various parental involvement initiatives in the hope of improving student academic performance (Wilder, 2023).

The positive impact of parental involvement is evident across various cultural and socioeconomic contexts. In USA, for instance, Paulynice (2020) argued that low parental involvement has been found to be a complex problem that impacts negatively on learners' achievement levels as well as affecting education reforms. Many school leaders still find it challenging to get parents involved in their meetings and parental programs that have been organized by the school. Hill & Tyson, (2009) in America found that parental monitoring of academic activities is directly linked to improved academic outcomes. Parents who regularly check their children's homework and progress reports, and who communicate with teachers about their children's performance, can better support their children in addressing academic challenges. This proactive engagement allows parents to intervene early when issues arise, providing necessary support and resources to help their children succeed.

A study conducted in Australia by Pinguart et al., (2020), indicated that positive impacts of parental involvement on student academic outcomes have not only been recognized by school administrators and teachers, but also by policy-makers who have interwoven different aspects of parental involvement in new educational initiatives and reforms (Pinguart et al., 2020). The major notion of parent involvement is that parents know what they want for their children and thereby should be involved in the school's activities. However, these parental

involvements are limited to middle class families, and this is due to their financial status hence affecting their academic performance.

According to Kaus (2018), there is no relationship between parental participation and learners' academic success. The author looked at types of Kazakhstani elementary school parental engagement and their impact on learners' academic performance. The result of this investigation indicated that Kazakhstani parents strongly believe that their involvement in educating learners is important, and as a result, they actively participate in the academic activities. However, the author argued that there was no statistical association found between parental participation and learner exam results. Due to multifaceted nature of parental involvement, it is likely that other factors associated with parental involvement have influenced learner academic achievement.

In Norway, Schmid and Garrels (2021) highlighted the importance of parents getting involved in school events, as this type of parental commitment is associated with learners' educational achievement, engagement, and motivation. However, high parental expectations may enhance learner motivation and expectations, boost the learner's academic self-efficacy, foster other dimensions of parental involvement in schooling (for example, the extent and quality of homework support or communication with teachers), and increase students' accomplishments by influencing teachers' perceptions and evaluations of the learner. On the other hand, overly high parental expectations may be experienced as pressure and, thus, undermine achievement motivation and be a cause of achievement-related mental health problems.

Parental involvement plays a crucial role in shaping academic performance in public secondary schools across Africa, where cultural values often prioritize the importance of education and family involvement in children's learning. Research conducted in African

contexts underscores the positive influence of parental monitoring on students' academic achievements. For instance, studies by Okpala et al. (2001) in Nigeria have shown that active parental engagement, including monitoring of students' progress, correlates with better academic outcomes and reduced behavioral problems among secondary school students. Similarly, in countries like Tanzania and South Africa, parental involvement in monitoring schoolwork, attending parent-teacher meetings, and providing educational support at home has been linked to improved grades and increased motivation among students.

Parents play a crucial role in their learner's education and their involvement is generally associated with improved academic performance. However, a significant issue in South African schools is the lack of effective parental engagement, which contributes to high failure rates among learners (Ndwandwe, 2023). Some parents in South Africa have a tendency of moving back when it comes to school governance. This is because they maintain that teachers have the necessary skills to lead the school without their support. This is a wrong idea because a school can run smoothly with both teachers and the parents as the clients. Local and international research has shown that the education level of parents and the social-economic status have an influence upon the involvement of parents in schools (Sibanda, 2021). However, the implementation of South African Schools Act. No 84 of 1996 (Republic of South Africa, 1996) presented parents with a newfound possibility of actively being involved in their learner's education and in school governance through mandatory parent representation on school-governing bodies (Sibanda, 2021). The researcher believes that when parents are actively involved in learning process, this improves academic performance. The study made the readers aware that not only teachers but also parents should be involved in school learning activities for the learners.

In Tanzania, according to Omari et al. (2023), public schools and some of the private schools in the country, including those in Dar es Salam, Morogoro and Kagera, perform poorly

in national examinations. Among the reasons cited include lack of discipline, drug use, misbehavior among students and low parental involvement in their learners schooling. Studies on parental involvement on their children's schooling were mostly concentrated on specific topics such as the contribution of parents to the academic performance of learners in schools, factors which hinder involvement of parents in learner's education and impact of parental involvement learner discipline in school (Omari et al., 2023). This study believes that parents can be involved in their academic exercises by discussing school events and activities which can also include volunteering their time at school by attending meetings and reviewing learners' assignments.

In Kenya, parental involvement of learners' progress in public secondary schools significantly impacts academic performance, reflecting broader cultural values that emphasize the importance of education and family involvement in children's schooling. Research conducted in Kenya highlights the positive influence of parental monitoring on students' academic outcomes. For instance, studies by scholars such as Orodho (2009) and Ng'ethe, Mukuria, and Mbatia (2013) have demonstrated a strong correlation between parental involvement, including monitoring of schoolwork and communication with teachers, and improved academic performance among secondary school students in Kenya. Parents who actively engage in monitoring their children's progress tend to foster a supportive learning environment that encourages academic achievement and overall well-being.

In Kenya parental involvement is very important because parents are considered to be the first teachers in the learner's life. Moreover, the Competence Based Education (CBE) emphasizes the role of parents as very essential to their learner's education and are so much involved in their learning process. The aim of CBE is to equip learners with attitudes, skills, and values that will enable them to solve everyday problems and to flourish in the competitive fast-paced global economy associated with the shifting technological demands and

advancements in the 21st century (Mwang'ombe 2021). This therefore means that educators need to work closely with the parents and the wider community in order to ensure a better academic performance which can only happen with the involvement of the parents. Education is a shared responsibility and all stakeholders need to understand and appreciate what is being done and what is required of them to make meaningful contributions to the process (Njeru et al., 2023). Moreover, family has the first influence on the learner and it remains one of the most significant aspects of growth for them. Parental involvement in learner's education has positive outcomes as the parents gain knowledge about the school activities and therefore, their engagement in their academic performance serves as a motivator that bridges the gap between home and school.

A study by Dingili et al. (2023) in Kaimosi, Kenya, investigated more about the CBE activities that call for parental involvement, how parents feel about this expectation, how instructors view CBE, and the difficulties they encountered in implementing it. Findings did not adequately justify the great challenge facing CBE implementation due to a lack of parental support or provision of learning materials, but they did inform the researcher on the duty of parents to work as co-educators with teachers and providers of learning materials for practical subjects. The prohibitive cost of these materials is unquestionably a contributing factor to these difficulties experienced by families. The researcher believes that parents need to be sensitized through community awareness programme and media campaigns to know their roles and responsibilities which would curb resistance to change by stakeholders.

Local researchers in West Pokot County have also contributed significantly to understanding the impact of parental involvement on students' academic performance. Nyongesa (2016) examined the correlation between different forms of parental involvement and students' academic outcomes. The research found that students whose parents were actively involved in their education, particularly through monitoring homework and attending school

meetings, tended to perform better academically. Nyongesa recommended that schools should foster more robust communication channels to encourage greater parental participation. On the other hand, Mutai and Kimosop (2018) highlighted that parental involvement in school activities, such as attending PTA meetings and school events, was significantly correlated with improved student performance. Their research emphasized that schools should create more opportunities for parents to engage with the school environment and collaborate on educational initiatives.

Parental involvement plays a pivotal role in shaping students' academic performance, yet in public secondary schools in West Pokot County, Kipkomo Sub-County, this influence remains inadequately understood and inconsistently harnessed. Many students continue to underperform academically, raising concern about the level and effectiveness of parental engagement. Specifically, there was a need to examine how parental monitoring, support for academic progress, encouragement of positive study habits, provision of essential learning resources, and the creation of a structured home environment contribute to learners' academic outcomes. This study was therefore necessary to explore the depth and impact of these variables in the local context, identify existing gaps, and inform strategies for enhancing parental involvement as a means of improving student performance in public secondary schools.

1.2 Statement of the Problem

Despite significant efforts by the government and educational stakeholders to improve the quality of education in West Pokot County, Kipkomo Sub-County, many students in public secondary schools continue to underperform academically. According to Makokha (2020), this persistent issue raises concerns about the underlying factors contributing to poor academic outcomes. One critical factor that has garnered attention is the level of parental involvement in their children's education.

Notwithstanding the recognized importance of parental involvement in education, many parents in Kipkomo Sub-County exhibit minimal engagement in their children's academic lives. This includes limited participation in school meetings, insufficient monitoring of homework, and a lack of communication with teachers (Surum, Kiaritha & Mulambula (2022). Such disengagement is not unique to this region; studies in other Kenyan counties have highlighted similar patterns. For instance, research in Makueni County revealed that while some parents attend academic clinics and PTA meetings, few take the initiative to consult teachers about their children's progress, often relying on school administration prompts (Orange, et al., 2022).

The consequences of this lack of involvement are significant. In Kilifi County, a study done by Kabugu and Olendo (2024) found a positive correlation between parental involvement and student performance in biology, indicating that increased parental engagement could enhance academic outcomes. Similarly, in Bungoma County, Wanjala and Kirwa (2024) found out that a weak parental engagement, particularly in activities like homework monitoring and motivation support, was associated with low student performance.

In Kipkomo Sub-County, the absence of active parental participation may contribute to declining academic standards, increased dropout rates, and diminished student motivation. Addressing this issue was crucial for improving educational outcomes and ensuring that students receive the support necessary for academic success.

1.3 Purpose of the Study

The purpose of this study was to investigate the influence of parental involvement on the academic performance of students in public secondary schools in West Pokot County, Kipkomo Sub-County, Kenya.

1.4 Objective of the Study

The study was guided by the following objective:

1. To evaluate the influence of parental monitoring the progress of students on the academic performance in public secondary school in West Pokot county in Kipkomo sub-county Kenya.
2. To examine the influence of parental support on study habits on students' academic performance in public secondary school in West Pokot county in Kipkomo sub-county Kenya.
3. To find out the influence of parental provision of learning materials on the students' academic performance in public secondary school in county West Pokot in Kipkomo sub-county Kenya.
4. To explore the influence of parental creation of structured environment on the students' academic performance in public secondary school in West Pokot county in Kipkomo sub-county Kenya.

1.5 Research Questions

Study was guided by the following research question;

1. To what extent does parental involvement in the progress of students influences the academic performance in public secondary school in West Pokot county in Kipkomo sub-county Kenya?
2. How does parental involvement in supporting study habit influence academic performance of students in public secondary school in West Pokot county in Kipkomo sub-county Kenya?
3. To what extent does provision of leaning materials by the parent influence students' academic performance in public secondary school in West Pokot county in Kipkomo sub-county Kenya?

4. To what extent does the parental involvement in creation of structured environment influence students' academic performance in public secondary school in West Pokot county in Kipkomo sub-county Kenya?

1.6 Significance of the Study

The study on the influence of parental involvement on students' academic performance in public secondary schools in West Pokot County, Kipkomo Sub-County, Kenya, holds significant implications for various stakeholders. The findings will provide valuable insights into effective strategies for engaging parents in their children's education. Schools can use this information to design programs and initiatives that foster greater parental involvement, thereby improving student outcomes.

The study will inform policy decisions by highlighting the importance of parental involvement in education. Policymakers can develop and implement policies that support and encourage parental engagement, addressing barriers such as socio-economic constraints and low literacy levels among parents. The study will raise awareness among parents about the critical role they play in their children's academic success. It will offer practical suggestions for how they can become more involved, regardless of their socio-economic or educational background. By understanding the positive impact of their involvement, parents will be empowered to take more active roles in supporting their children's education, leading to better academic performance and overall development. Increased parental involvement, as informed by the study, can lead to improved academic outcomes for students. When parents are engaged, students are more likely to attend school regularly, complete homework, and achieve higher grades.

The study underscores the importance of community involvement in education. Enhanced parental engagement can lead to a more educated and empowered community, contributing to social and economic development. The research provides a basis for further studies on parental

involvement and academic performance in other regions or educational contexts. It contributes to the existing body of knowledge and highlights areas for future exploration.

This study is significant as it not only highlights the crucial role of parental involvement in academic success but also provides actionable recommendations for enhancing this involvement. It aims to create a positive impact on the educational landscape of Kipkomo Sub-County, ultimately benefiting students, families, schools, and the broader community

1.7 Scope and Delimitation of the Study

This study focused on examining the influence of parental involvement on students' academic performance in public secondary schools within Kipkomo Sub-County, West Pokot County, Kenya. The research was delimited to selected schools in this geographical area and specifically targets students, parent association members, teachers and the principals in these institutions. The study assessed parental involvement through the following variables: parental monitoring academic progress, parental support for study habits, provision of learning resources and creation of a structured home environment.

The study was limited to public secondary schools and does not cover private schools or primary level institutions, as the structure and dynamics of parental involvement may differ significantly in these contexts. Further, the study was delimited to quantitative and qualitative data collected through questionnaires, focus group discussion and interviews, and does not incorporate longitudinal or experimental methods. The findings may not be generalizable beyond the study area due to differences in socio-economic, cultural, and institutional factors in other counties or sub-counties.

1.8 Theoretical Framework

The theoretical framework provides the conceptual underpinnings for a research study, offering a lens through which the research problem is examined and understood. It draws upon

established theories to explain the relationships among key variables and to guide the design, methodology, and interpretation of findings. This study was grounded in Epstein's Theory of Overlapping Spheres of Influence, which posits that optimal student development occurs when schools, families, and communities work collaboratively to support learning. The theory identifies multiple dimensions of parental involvement—such as communication with educators, support for learning at home, and active participation in school-related activities—as critical factors influencing academic outcomes. By employing this framework, the study sought to investigate the extent to which parental engagement contributes to the academic performance of students demonstrating low achievement.

1.8.1 Epstein Theory

Joyce L. Epstein's Theory of Parental Involvement, developed in the late 1980s and refined throughout the 1990s and early 2000s, offers a comprehensive model for understanding the shared responsibility of families, schools, and communities in fostering student success. Central to this theory is the concept of the Overlapping Spheres of Influence (Epstein, 1987), which posits that children's learning and development are shaped by the degree of collaboration between the family, school, and community. Epstein argues that these spheres do not operate in isolation but can overlap and interact in meaningful ways, particularly when schools intentionally engage families and community members as partners in the educational process. The more these spheres work in harmony, the greater the potential for positive academic, behavioural, and social outcomes for students.

In 1995, Epstein further developed her framework by identifying six key types of parental involvement, providing a practical structure for schools to foster effective family and community partnerships. These six categories include: Parenting, which focuses on assisting families in creating supportive home environments for learning; Communicating, which emphasizes clear and consistent two-way communication between school and home;

Volunteering, encouraging families to actively participate in school events and activities; Learning at Home, which involves equipping parents with strategies to help their children with homework and academic tasks; Decision Making, which includes parents in school governance and planning; and Collaborating with the Community, which connects schools and families to community resources and services (Epstein, 1995). These categories highlight the multifaceted ways parents can contribute to their children’s education, both within and beyond the school environment.

In practice, Epstein’s theory has proven to be a valuable guide for schools aiming to strengthen parental engagement and student achievement. For instance, a school that hosts parenting workshops, maintains open communication through digital platforms, invites parental input in decision-making, and partners with local organizations is effectively implementing the six types of involvement. The model not only promotes inclusive and equitable participation but also shifts the perception of parents from passive observers to active collaborators in the learning process. Ultimately, Epstein’s theory underscores that when schools, families, and communities work together with mutual trust and shared goals, students benefit from a more holistic and supportive learning environment. This framework continues to influence educational policies and practices worldwide, reinforcing the importance of sustained and strategic partnerships in promoting student success.

1.8.2 Strength of Epstein Theory

One of the primary strengths of Joyce Epstein’s Theory of Parental Involvement is its comprehensive and structured framework, which makes it highly practical and applicable in real-world educational settings. Originally introduced in 1987 and further developed in 1995, Epstein’s framework identifies six distinct types of involvement—parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community (Epstein, 1995). This categorization allows educators to move beyond abstract ideas of parent

participation by offering specific, actionable strategies for engagement. The structured nature of the model makes it suitable for use across educational levels—from primary to secondary—and adaptable to various cultural, social, and economic contexts, thereby increasing its relevance and utility in diverse school environments.

Another significant strength of Epstein's theory lies in its emphasis on shared responsibility for student success. In her *Theory of Overlapping Spheres of Influence* (Epstein, 1987), she asserts that families, schools, and communities should not operate in isolation but rather interact and collaborate to support the holistic development of the child. This model breaks away from the traditional school-centered approach and instead encourages a more inclusive and democratic educational process, where all stakeholders contribute meaningfully. It supports building strong, trust-based relationships among parents, educators, and community members, which is particularly important for improving outcomes in disadvantaged or marginalized populations. The theory's inclusive philosophy values the diverse roles that families play—whether through academic support, emotional care, or cultural enrichment—recognizing them as co-educators rather than mere supporters of the school's agenda.

Furthermore, Epstein's theory is grounded in extensive empirical research, enhancing its credibility and relevance in educational policy and practice. Numerous studies conducted since the 1990s have confirmed that schools implementing the six types of involvement experience improvements in student achievement, attendance, behaviour, and attitudes toward learning (Epstein, 2001). The model also provides a valuable self-assessment and planning tool for schools, helping educators evaluate their current practices and identify strategies to enhance parental and community engagement. Because of its practical design and evidence-based foundation, the theory has been widely adopted in school reform initiatives and national policy guidelines around the world. In summary, the enduring strength of Epstein's theory lies in its

clarity, inclusiveness, adaptability, and proven effectiveness, making it a powerful framework for fostering meaningful school-family-community partnerships.

1.8.3 Weakness of Epstein Theory

While Joyce Epstein's Theory of Parental Involvement (1987, 1995) has significantly contributed to the field of educational research and practice, it is not without its limitations. One major criticism is that the model tends to adopt a one-size-fits-all approach, which may not adequately account for the diverse realities and socio-economic differences among families. Although the six types of involvement are useful for organizing strategies, they may not be equally accessible or realistic for all parents, especially those from low-income, immigrant, or non-English speaking backgrounds. For example, expecting parents to participate in school governance or volunteer activities may overlook systemic barriers such as irregular work schedules, lack of transportation, limited childcare, or language and cultural differences. Critics argue that the theory, while inclusive in design, sometimes assumes a level of parental agency and availability that is not universally applicable (Auerbach, 2007).

Another limitation is that Epstein's model tends to prioritize school-defined forms of involvement and may not fully acknowledge or value the informal and culturally specific ways in which many families support their children's learning at home. This is particularly relevant in multicultural societies, where some forms of parental involvement—such as storytelling, moral instruction, or communal caregiving—are not easily categorized within Epstein's six types. As a result, schools may overlook or underestimate parental contributions that occur outside of formal structures or school visibility. This critique has been especially evident in research from the early 2000s onward, which highlights the need for more culturally responsive frameworks that reflect a broader understanding of family engagement (Delgado-Gaitán, 2004; Yosso, 2005). The theory's emphasis on school-initiated activities also places the burden of

engagement primarily on parents, without always addressing how schools may need to adapt their structures or attitudes to foster true partnership.

Additionally, while Epstein's theory highlights the importance of collaboration between families, schools, and communities, some researchers have pointed out that it lacks a strong critical or political lens. It does not sufficiently address how power dynamics, institutional racism, or educational inequities may shape and sometimes hinder family-school-community relationships. For example, schools situated in underfunded communities may lack the resources to implement all six types of involvement effectively, leading to fragmented or superficial partnerships. Moreover, the theory has been critiqued for not engaging deeply with issues of policy, advocacy, or systemic reform, which are increasingly seen as crucial for supporting long-term, meaningful parental involvement, particularly in marginalized communities (Pushor & Ruitenberg, 2005). In this regard, while Epstein's framework provides a valuable foundation for understanding engagement, it may need to be supplemented by more critical, context-sensitive approaches that address structural barriers to participation.

However, while Epstein's theory has been critiqued for its school-centered orientation and limited attention to cultural and socio-economic diversity, it remains a valuable framework for categorizing and analyzing various forms of parental engagement. In the context of public secondary schools in Kipkomo Sub-County, the model's dimensions offer a practical lens through which to examine how parents support academic achievement at home and through school partnerships.

1.8.4 Application of Epstein theory

This study, which sought to address students' academic performance through enhanced parental involvement, Joyce Epstein's (1995) six types of parental involvement provide a valuable and structured framework for implementation. Each type contributes uniquely to

student success and, when applied collectively, can create a holistic and inclusive school-family partnership. Firstly, parenting focuses on equipping parents with the knowledge and skills necessary to support their children's development and learning at home. This may involve organizing parent workshops on topics such as child development, positive discipline, nutrition, and learning support strategies. These initiatives aim to create a home environment conducive to learning, which is especially important for students experiencing academic challenges.

Secondly, communicating emphasizes the importance of effective two-way communication between schools and families. In this study, strategies such as regular progress reports, parent-teacher conferences, digital communication platforms (e.g., WhatsApp groups or school apps), and newsletters can be implemented to ensure that parents are well-informed and able to share concerns or suggestions. Timely and accessible communication fosters trust and ensures that parents are active participants in their child's education. Thirdly, volunteering encourages parents to become more involved in school activities. In this case, the school can create opportunities for parents to assist during school events, accompany learners on excursions, or help in classroom settings. Such engagement not only supports the school's operations but also helps parents feel more connected to the learning environment, which has a positive influence on student motivation.

The fourth component, learning at home, is particularly crucial for underperforming students. Teachers can provide guidance to parents on how to support homework, reading, and revision activities at home. Take-home learning packs, reading logs, and suggested family-learning activities can bridge the gap between school and home learning. Fifth, decision making involves including parents in the school's decision-making structures such as parent committees, school governing bodies, or improvement planning teams. By actively involving parents in school governance, the institution promotes a sense of ownership and shared

responsibility for academic outcomes. Finally, collaborating with the community highlights the importance of engaging with external stakeholders to support student learning and well-being. In the study, this could involve connecting families with local NGOs, counselling services, libraries, or community centres that provide tutoring, mentorship, or social support.

Overall, applying Epstein's six types of parental involvement in this study ensures a multi-dimensional and inclusive approach to improving students' performance. It recognizes that academic achievement is not solely the result of classroom instruction but is deeply influenced by the quality of engagement between the school, the family, and the broader community. By aligning the study's interventions with these six types, the research builds a strong foundation for sustainable and effective parental involvement practices that can contribute meaningfully to student success.

1.9 Conceptual Framework

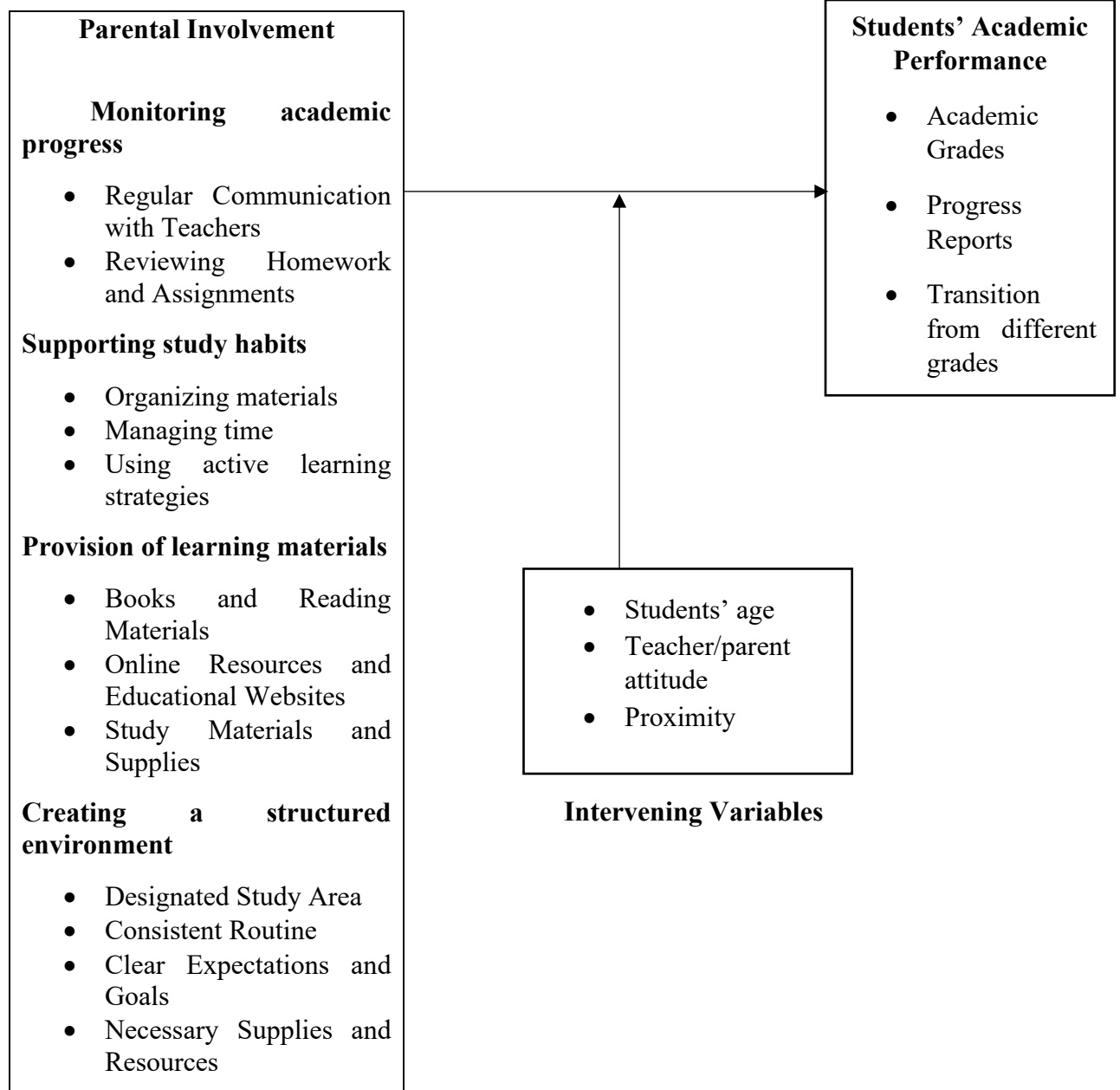
A conceptual framework refers to a graphic representation of the interrelationship of variables which describes a phenomenon within a system of process (Creswell, 2003). According to (Kothari & Garg, 2016) a conceptual framework represents a hypothetical model which identifies the relationship between independent and dependent variables

Figure 1.1

Conceptual Framework showing Relationship among Variables

Independent Variable

Dependent Variable



The conceptual framework shows how the variables in this study are interrelated. The independent variable which include parental involvement will be measured in terms of monitoring academic progress, supporting study habit, provision of learning materials and creating a structured environment. Additionally, the framework outlines how the indicators of independent variables are interconnected and collectively can influence the dependent variable, which is learners' academic performance. For instance, monitoring academic progress plays a crucial role in shaping students' academic outcomes, particularly their grades, test scores, and ability to transition smoothly between grade levels. When teachers, parents, or guardians actively track a student's performance through regular assessments, progress reports, or one-on-one feedback sessions, they are better equipped to identify learning gaps early on. This early identification allows for timely interventions, such as additional tutoring or adjusting teaching methods, which can prevent minor challenges from escalating into serious academic struggles. For instance, if a student consistently scores low in math assignments, ongoing monitoring can lead to early support, such as targeted exercises or extra attention during lessons. This not only improves the student's current performance, leading to better grades and test outcomes, but also prepares them for the next academic level with greater confidence and competence.

Supporting study habits is another critical factor that influences academic success. When students are taught how to study effectively, such as organizing their materials, managing their time, and using active learning strategies, they become more capable of retaining information and applying knowledge in assessments. These habits contribute significantly to better grades and higher test scores, as students are able to approach learning in a consistent and strategic manner. For example, a student who reviews class notes daily and uses practice quizzes is more likely to retain information for exams than one who studies sporadically. Moreover, strong study habits are transferable skills that ease the transition from one grade to another, especially when the academic workload becomes more challenging. A

student moving from primary to secondary school, for example, is better equipped to handle the increased responsibilities and independence when they already have solid study routines in place.

Providing learning resources further enhances a student's ability to perform well academically. These resources may include textbooks, digital learning platforms, internet access, tutoring services, or even educational games and interactive tools. When students have access to a variety of resources, they are more likely to understand complex concepts and reinforce what they learn in class through different formats. A student struggling to understand a science topic might benefit from watching educational videos or participating in hands-on experiments, leading to improved comprehension and, ultimately, better grades and test performance. In addition, access to relevant and grade-appropriate resources can help bridge knowledge gaps during grade transitions. For instance, preparatory workbooks or online review programs over the summer can ease the shift between academic levels, ensuring that students are not overwhelmed by new content when the school year begins.

Creating a structured environment also plays a fundamental role in academic achievement and progression. A structured environment, whether at home or in the classroom, provides consistency, routine, and a sense of order that helps students stay focused and productive. This includes having clear expectations, designated study times, minimal distractions, and consistent support from adults. In such an environment, students are more likely to complete their assignments on time, stay organized, and develop a positive attitude toward learning. These conditions naturally contribute to improved academic performance, as students are set up for success on a daily basis. Furthermore, students who grow up or learn in structured environments are generally more adaptable to the demands of higher-grade levels. For example, the transition from middle to high school, which often comes with more

homework, multiple teachers, and varied schedules, is less intimidating for students who have already developed the discipline and organizational skills fostered in structured settings.

The intervening variable of age significantly influences the dependent variables of monitoring academic progress, supporting study habits, providing learning resources, and creating a structured environment. Younger students typically require more frequent and direct monitoring of their academic progress, as they lack the maturity to track it themselves. As students grow older, they develop better self-regulation, but they may still need guidance, particularly during educational transitions. Similarly, study habits are deeply affected by age; younger children rely on adults to instil routines, whereas older students might struggle with distractions and require different motivational strategies. Age also determines the type and complexity of learning resources needed while young learners benefit from tactile and visual materials, older students require more abstract and digital tools. Additionally, younger children thrive in highly structured environments with predictable routines, which adults must carefully design. In contrast, adolescents may challenge these structures, requiring a more flexible yet consistent approach.

The attitude of teachers and parents plays a pivotal role in shaping these educational outcomes. A positive and supportive attitude fosters active monitoring of academic progress through feedback, assessments, and engagement. Teachers and parents who show genuine interest in a child's learning often encourage the development of healthy study habits by setting expectations, offering encouragement, and modelling good practices. They are also more likely to invest in appropriate learning resources whether physical, digital, or experiential that suit the child's needs. Moreover, positive adult attitudes help create and maintain structured environments, where rules, schedules, and routines are consistently applied, making students feel secure and focused. In contrast, indifferent or negative attitudes can lead to neglect in these areas, allowing students to fall behind or develop unproductive learning patterns.

Proximity, or the physical distance between a student's home and the school or learning centers, has practical and psychological implications for these dependent variables. Students who live closer to school tend to attend more regularly, which allows for continuous monitoring of academic progress. Less commuting time also leaves students with more energy and time to focus on building strong study habits. In terms of resource access, proximity to schools, libraries, and tutoring centers makes it easier for students to obtain the materials they need for effective learning. It also enables parents and teachers to communicate more easily, which supports a more structured learning environment at home and school. On the other hand, students who live far from school may experience fatigue, reduced study time, and limited access to academic support, all of which can weaken the educational support system.

1.10 Operational Definition of Key Terms

Creating Structured Environment: This refers to parents establishing consistent routines, designated study areas, and a distraction-free home environment that promotes learning. Investigate how the presence of structured home settings (e.g., regular study schedules, quiet spaces) affects students' focus and academic achievement.

Providing Learning Resources: Supplying students with educational materials such as textbooks, revision guides, stationery, or internet access. Assess the availability of these resources at home and their influence on students' ability to complete assignments and understand schoolwork.

Parental Involvement: The active participation of parents in their child's education, which will be measured in terms of monitoring academic progress, supporting study habit, provision of learning materials and creating a structured environment.

Supporting Study Habits: Encouraging good learning behaviors such as time management, consistent homework completion, and revision practices.

Monitoring Academic Progress: Parents tracking their child's progress through regular communication with teachers and reviewing homework and assignments.

Student Performance: The academic outcomes demonstrated by students through academic grades, progress reports and transition from different grades.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter the researcher reviewed some of the literature done by other researchers concerning the parental involvement on student's academic performance in public secondary school. Studies shows that learners' academic performance is not determined by teachers alone but also parental involvement in the education process (Topor et al. 2010). This section. the literature was reviewed according to the objective of the study, that is, globally, regionally and locally as presented by different scholars. Research gaps that the study sought to fill are also identified.

2.2 Parental Monitoring the Progress of Learners and Academic Performance

Parental monitoring the progress of learners significantly impacts their academic performance, and this relationship can be observed through various global examples. When parents actively track their children's academic progress, they provide essential support and motivation, often leading to improved educational outcomes. In Kingdom of Saudi Arabia, Perocho and Johnny (2023) conducted a study to explore the level of parental involvement, job satisfaction of parents in the Kingdom of Saudi Arabia (KSA) and academic performance of their children. The purpose of the study was to find out the significant relationship between parental involvement, job satisfaction of parents and the academic performance of their children in Riyadh, Kingdom of Saudi Arabia in the school year 2021-2022. The respondents of this study were 67 parents and 67 learners from three different schools in KSA. The descriptive-correlational research methodology was employed in this study.

The finding revealed that the level of parental attention and guidance was very high. In terms of parental decision-making and parental care to the physical fitness of the child, the level of parental involvement was high. On the other hand, parental encouragement was

moderate. In terms of encouragement, the level of job satisfaction was very high. In terms of the nature of work and praise and recognition, the level of job satisfaction of respondents was moderate. There was a significant relationship between parental involvement and learner's academic performance, job satisfaction and learner's academic performance, and parental involvement and job satisfaction. The study focused more on job satisfaction on parent rather than child performance. In this study, the researcher focused more on parental monitoring the progress of learners on and their academic performance applying mixed method approach in West Pokot county, Kipkomo sub county.

In Ghana, a study was done by Akotuko et al (2022) to determine the level of parental involvement in monitoring the academic performance of students at the senior high level within Kassena Nankana Municipality in the upper East Region of Ghana. Three research questions were formulated for the study. Purposive and random sampling technique were adopted for sampling the participants for the study. Participants of the study included 50 parents, 100 teachers and 100 students. Self-developed questionnaire was used for collecting data from the sampled parents, teachers and students. Cronbach alpha was used to determine the reliability of the items. Data collected from the participants were analyzed using descriptive statistics (percentage, mean and standard deviation) and inferential statistics (ANOVA).

The findings of the study proved that the level at which parents participate in monitoring the academic performance of students at the senior high school is very low within the municipality. The results of the study also indicated that poverty, low level of education, single parenting, work load of parents, negative attitude of teachers and parents toward each other and large family size are the major barriers of parental involvement in monitoring students' academic performance. The study recommended that parents should spend enough time with children at home and discuss with them about their academic performance, parents should communicate frequently with teachers in order to know the academic performance of

their children, management of senior high schools within the municipality should discuss with parents on the importance of parental involvement in education and Parents-Teachers Association meetings should be organized frequently at least once every semester since it is one of the best means through which teachers can get access to parents and interact with them. To address geographical gap, this study was carried out in West Pokot County, Kipkomo Sub-county Kenya.

In South Africa, the use of digital platforms and tools to monitor student progress is gaining traction, especially in urban areas, Muyambi & Ramorola (2025) using Quantitative method structured questionnaires administered to 180 educators across 11 purposively selected secondary schools in the Tshwane North District, Gauteng Province. The study revealed significant disparities in educators' access to digital resources, technical skills, and knowledge of e-learning policies. Schools in underprivileged areas faced acute shortages of digital resources and limited upskilling opportunities, hindering effective technology integration. The research emphasized the need for equitable funding, access to digital tools, and targeted professional development for educators. To this end, the above study was carried out in different geographical area, where social economic status is also different. This is the reason why this study was done to fill the geographical gap and also to understand in depth using mixed method approach in this study. While there are many successful examples of parental involvement across Africa, the gap still shows widening and lack of understanding from parents.

In Uganda, village school committees composed of parents and community members play an active role in monitoring and supporting the education of children. Robert Mugabe (2020) conducted a study titled "Monitoring and Implementation of Universal Primary Education (UPE) in Uganda," which examined the roles of School Management Committees (SMCs) in monitoring UPE implementation. The study found that SMCs are mandated to

participate in and monitor all school activities, indicating active involvement of parents and community members in educational oversight. The study employed an explanatory sequential mixed methods approach. this study will include public primary school learners across multiple grades to address this gap. The study revealed a geographical gap since it was carried out in Uganda where community is involved in shaping learners performance, thereby, there was need to carry out a study in West Pokot County, Kipkomo sub county, Kenya.

In Kenya, a study was done by Likoko et al (2021) to investigate the influence of parental involvement on student's academic performance. Simple random sampling was used to select 352 from four students from a sample of 13 public day secondary school in Bumula Sub-county. The data was analyzed using percentages, weighted averages, mean and one-way ANOVA.

The study findings revealed that parental involvement in the education of their children plays a significant role in public day secondary school. This study employed convergent parallel mixed approach. To fill the boundary gaps, this study was conducted in West Pokot county in Kipkomo sub-county.

In Kitale study done by Wanjala (2024) on Mathematics performance on students achieve or demonstrate proficiency in mathematics. It was assessed through various indicators, including academic grades, test scores, and problem-solving skills. The researcher aimed to develop a framework to improve mathematics performance at St. Joseph's Boys High School in Kitale, Kenya. The study sought to tackle the issue of declining mathematics grades by identifying the primary challenges faced by students and teachers, as well as proposing targeted interventions. Data was collected from students, teachers, and administrators through surveys, interviews, and statistical analysis. While the current study will employ mixed method approach, concurrent triangulation.

The findings revealed critical areas needing enhancement, such as teaching methods, resource availability, and student engagement. Using these insights, a comprehensive framework was created, providing practical recommendations for improving teaching practices, integrating effective resources, and boosting student motivation. The results showed a positive shift in mathematics grades and greater student engagement. The above study shows gap on focusing on one school and one subject while this study focused on general performance of the students on parental monitoring the progress of learners on their academic performance, West Pokot County in Kipkomo sub-county.

2.3 Parental Support on Study Habits and Their Academic Performance

Parental support on study habits refers to the active involvement of parents in fostering effective learning behaviors and routines in their children. This includes creating a conducive study environment at home, setting regular study schedules, monitoring homework, and encouraging academic discipline. Such support helps students develop time management, goal-setting, and self-regulation skills. Consistent parental engagement enhances motivation, reduces academic stress, and improves focus. When parents show interest in their children's education, it boosts learners' confidence and accountability. Ultimately, strong parental support is positively correlated with improved academic performance and long-term educational success.

In Uk, the study done by Werang et al (2024) aims to investigate the impact of parental support and school environment on student academic achievement. The researchers employed a quantitative approach using a survey research design. Data related to parental support and school were obtained by distributing two survey questionnaires to a total of 167 elementary school students, purposively drawn from diverse groups of Catholic elementary schools in Merauke District. Meanwhile, data related to academic achievement were obtained

by getting students' academic transcripts. Obtained data were subjected to an inferential statistics analysis technique using the software SPSS version 21.

The findings of data analysis showed that parental support and school environment have a direct impact on student academic achievement, both partially and simultaneously. These findings underscore the importance of parental support and the need to create a supportive and positive school environment to improve students' academic achievement. This study was carried out in a different country and also employed mixed method approach to examine how parental support on study habits influence academic performance in West Pokot county specifically Kipkomo sub-county.

In Nigeria, a study done by Okere (2025) examined the role of parental involvement in enhancing students' academic performance. This study examines the various ways parents contribute to students' educational success, emphasizing their role in monitoring academic progress, assisting with homework, encouraging discipline, and collaborating with teachers. Research findings indicate that students with engaged parents tend to perform better academically, exhibit higher motivation, and develop positive study habits compared to their peers with minimal parental support. The study also highlights the importance of parental involvement in reducing school dropout rates, improving student behavior, and strengthening parent-child relationships. The study concludes that strengthening parental involvement is essential for achieving academic excellence and long-term educational success in students. The study was done in pre-school learners hence creating gap for this research to be done in public secondary schools while employing mix method approach.

In Kenya, a study done by Indimuli (2022) in Kasarani Sub County, Nairobi County aimed at establishing the relationship between parental support and children's academic achievement. The targeted population was 1645 standard seven pupils studying in the public primary schools located within Kasarani Sub-County in Nairobi City County. The study's sample was 313

students. Schools and participants to be involved were arrived at using purposive, proportionate and random sampling methods respectively. Validity and reliability of the research tools was confirmed through piloting process.

Findings showed consistency to this study's findings. The study conclusion was that parental support was positive and significant correlates well. The recommendations of this study were that policies should be formulated to enhance parental involvement and educational measures should be taken to enhance academic achievement of the girls. This study displays a lot of gaps; first it was done in primary school, a great need to do it in secondary school, second, the geographical gap, a great call for the current study to be conducted employing mix method approach in West Pokot county Kipkomo sub-county.

2.4 Parental Provision of Resource Materials and the Learner's Academic Performance

Parental provision of resource materials refers to the act of parents supplying educational tools and materials—such as textbooks, exercise books, reading aids, internet access, and stationery—that support their children's learning at home and school. These resources help students' complete assignments, enhance understanding, and reinforce classroom learning. Access to such materials fosters independent study, improves academic preparedness, and boosts performance. When parents invest in educational resources, it demonstrates the value they place on education, which positively influences learners' motivation and outcomes.

Scholars indicated that the availability and utilisation of learning and teaching resources improve learner academic achievement. For instance, Dini et al. (2019) conducted their research in Indonesia focusing on vocational high school learners to examine how parental attention, educational background and learning resources affect learners' academic achievement. The authors found that provision of learning materials by the parents had a positive effect on learners' academic achievement. However, the study did not consider the

views of principals. This omission of principals' views could potentially impact the study's findings and suggests a need for further research.

Similarly, Koršňáková, and Štefánik (2019) conducted research in Europe to explore the association between learner achievement in mathematics and parental involvement. The authors supported the claim that having access to and utilizing educational resources enhances learners' academic achievement. The authors established a linear regression model using data from the 2015 TIMSS examination, which included 18 European countries. The findings showed that learners who have access to more learning resources tend to perform better in mathematics. This study adds to our understanding of factors affecting academic achievement, however, further study in varied geographical settings was needed to assess how local factors may affect the application of the findings.

Furthermore, a case study conducted in Rwanda and South Africa by Milligan et al. (2019) to explore the role of learning and teaching support materials (LTSM) in enabling learning for all revealed that teaching and learning resources enhance achievement. The authors worked on a research project related to LTSM in both countries and organized a series of workshops, meetings and interviews to identify barriers to effective use of LTSM in the contexts of the two countries. The study included learners and teachers from selected public and private schools and teachers training colleges. Findings from both national contexts indicated that the use of LTSM can lead to better learner engagement, higher quality teaching practices, and more positive learning outcomes. Although the investigation aimed to examine the accessibility and efficacy of teaching and learning resources in enhancing academic achievement, principals were noticeably excluded from the study. This exclusion may have an impact on the study's findings, as principals play an important role in education and can offer valuable insight. Addressing this gap could provide a more holistic understanding of the

educational environment. As a result, this study sought to incorporate principals' perspectives by including them as key participants.

Moreover, a study carried out by Ssenkasi and Ssali (2023) among selected primary schools in Kyotera town, Uganda, sought to examine the relationship between parents' provision of scholastic materials and learners' academic achievement. The researchers utilized a cross-sectional survey design that incorporated both qualitative and quantitative approaches to gather the required information. Teachers and head teachers took part in the study. Following a thorough investigation, the study's findings revealed a positive correlation between parents' provision of scholastic materials and learners' academic achievement.

Limited support of parents in providing teaching and learning resources on the other hand can have an impact on the effectiveness of the educational process. This fact is supported by Alehegn (2020), who performed a research on the implementation of School Improvement Programs (SIP) in primary schools in Addis Ababa, Ethiopia. The study aimed to investigate the practices and challenges related with implementing school improvement programs, particularly in primary schools. Similarly, the investigation used a mixed-method approach. The target population of the study included teachers, SIP committee members, principals, PTA members, and learners from 13 government primary schools in Addis Ababa. The study demonstrated that among the issues affecting the efficacy of implementing school improvement programs are a lack of facilities for instruction and learning as well as a lack of family support. However, the absence of a clear conceptual framework with practical implications in the study may weaken the coherence and applicability of its findings. A conceptual framework plays a crucial role by outlining essential concepts, variables, and their relationships, thereby guiding the research and linking the findings to broader theoretical and practical contexts. In order to address this gap, this investigation utilized visual representations, such as diagrams, to enhance clarity and help readers better grasp the relationships within the conceptual framework.

Amunga et al. (2020) also confirmed that the availability of required facilities and teaching materials is crucial for the effective learning and teaching process. The authors aimed at investigating the rapport between teachers and parents in the context of the success of the competence-based curriculum (CBC) in Kenya. They carried out an exploratory study utilizing a qualitative approach. The authors involved 56 participants including primary school parents, teachers and principals. The results indicated that it is essential for parents to work together with teachers as partners in education and provide learning resources in order to ensure the successful implementation of CBC and increased academic achievement. Although the study provides some insights, questions concerning the representativeness and generalisability of the results may arise due to the small sample size of 56 Participants. To close this gap, this study used a larger and more diverse sample to enhance reliability and validity, allowing for more strong conclusions that can be generalised to the entire population.

2.5 Parental Creation of Structured Environment and the Academic Performance

Parental creation of a structured environment involves establishing consistent routines, quiet study spaces, and clear rules that support focused learning at home. This includes setting specific times for homework, limiting distractions like TV or phones, and promoting time management. A structured environment helps learners stay organized, reduces academic stress, and improves concentration. When parents consistently guide and support these habits, it fosters discipline and responsibility in students. Such an environment is strongly linked to improved academic performance and overall educational success.

In Germany, Kristina Lindemann (2023) conducted a study on the Family structure transitions and educational outcomes. The research indicate that little is known about how the effect of family structure transitions on educational outcomes depends on the education of parents and stepparents, and there has been limited empirical research into the mechanisms that explain heterogeneity in the effects of family transitions. The researcher used longitudinal data

from the German Socio-Economic Panel and models with entropy balancing and sibling fixed effects

The findings underscore the importance of considering the stepparent's educational level, indicating that the adverse consequences of parental separation on educational outcomes are mitigated when a highly educated stepfather becomes part of the family. Overall, the findings align more closely with the resource perspective than the family stability perspective. This study is different because it did not focus on single parenthood thus creating gap on parental creation of structured environment on the academic performance, in West Pokot county Kipkomo sub county, Kenya. The study applied mixed method approach for comprehensive findings.

In Nigeria, Abayomi (2023) carried out a study on influence of home environment on academic performance of pupils in the Isolo Local Government Area of Lagos State. The study thus examined various factors which were likely to enhance the academic achievement of the pupils. The study found that, parental socio-economics, parental level of education, parental motivation, parental income and stability at home all have bearing on the academic performance of children at the primary school level. Consequently, suggestions were made for better enhancement of the academic performance of the children. However, there was no significant relationship between influences of the home environment on the academic performance of pupils in the Isolo local government area of Lagos state. Therefore, this study explored parental creation of structured environment on the academic performance in West Pokot county Kipkomo sub county, Kenya.

In Kenya, Ndungu (2015) conducted a case study on the role of family structure and parenting on the academic performance of teenage children in Embakasi. Study sought to examine the role of family structure and parenting on the academic performance of teenage children, to establish the types of family structure, to identify the characteristics of different

types of family structure, to examine the relationship between family structure and school related activities among teenagers, to establish the effect of family structure on academic performance of teenagers and to examine how family structure in relation to socio-economic status influence the academic performance of teenagers. This research study used a descriptive research design. The target population of this study was 385 3rd year students and teachers in the four public secondary schools.

The study found that there was an association between socio-economic status and parenting and academic performance of students in secondary schools. Family structure influences self-esteem, class concentration, parental support, school attendance and tardiness, parent-teenager relationship among teenagers. The study also revealed that school fees payments, healthy cognitive and social development and the provision of good uniform (clothing) influence the academic performance of the teenagers significantly. Recommendation of the study was that various stakeholders in the education sector need to come up with strategies to identify various backgrounds of different students in their schools. This may enable them to understand clearly the nature of each student and thus being able to handle them with ease and appropriateness so as not to hamper the educational progress. In addition, there is also need for guidance and counseling processes in the public secondary schools. The main role of these counseling sessions may be to encourage and motivate the students to see beyond their limitations and put more focus on the future through persistence and determination in their education. Nevertheless, the views of the principals were left out in the study. In this study, in order to bridge this gap, the researcher purposely engaged the principals in order to get their views on parental creation of structured environment and the academic performance of students in public secondary schools in West Pokot county in Kipkomo sub county.

2.6 Summary of Literature Review and Research Gaps

From the reviewed literature it is evident that there exist limited studies on parental involvement on student's academic performance in public secondary schools in Kenya. Reviewed literature globally indicates that parent monitoring the progress of learners progress is associated with parent satisfaction. Studies that exist regionally and locally on parental involvement on student academic performance fail to focus on monitoring on learners progress.

Most of the studies used different methods to arrive at the findings. In addition, most studies lacked a theory to ground their research. Reviewed literature on parental monitoring the progress of learners revealed methodology geographical, theoretical and knowledge gaps. To respond to these gaps, the proposed study will focus on the influence of parental monitoring the progress of learners and their academic performance in West Pokot County, Kipkomo Sub County.

Reviewed studies on parental support on study habits on learner's academic performance, for example a study by Werang et al (2024) revealed that some parents lack consistence in supporting study habit due to lack of knowledge and understanding of importance of education. Other studies did not focus on parental study habit for example, Cande (2013) who focused on correlation between parents and student. Most of the studies used quantitative method and therefore missing out on data that could be collected using qualitative methods.

Reviewed study on parental provision of resource material and the learners academic performance focused on other aspects and failed to focus on parent involvement. For instance, Candel and Escote (2024) talked about parental relationship. In addition, some studies used qualitative approach other quantitative approach. This study employed mixed methods. Furthermore, many studies were conducted in a different context from the proposed study. As a result, literature reviewed on parental provision of resource material and learners' academic

performance revealed several gaps that include methodology, geographical and theoretical gaps. To respond to these gaps, this study focused on parental provision of resource material on the learner's academic performance in public secondary schools in Kipkomo sub county.

Reviewed studies have shown a positive relationship between parental creation of structured environment and the academic performance. However, there is paucity of studies on parental creation of structure environment and the academic performance with those that have been reviewed focusing on parental creation of structured environment of other initiative and not parental involvement.

In summary, review of related literature clearly demonstrates some research gaps. Some studies reviewed geographical gaps because they were conducted in other countries whose geographical backgrounds are different from the Kenyan settings. For example, in the United Kingdom, Edwards and Warin (2017) and in Nigeria, Okeke (2014). Some findings from these studies may not effectively be generalized to explain the situation in Kipkomo sub-county in Kenya. There are also several studies that reveal methodology gaps since they adopted a single approach. In addition, there are also studies that expressed theoretical gaps by adopting different theories from the ones used in the proposed study with others not adopting a theory for their study. Most of the reviewed studies further revealed knowledge gaps.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter present the research design and methodology that will be used during the proposed study. It discusses the research design, location of the study, target population, sampling techniques data collection instructions, validity and reliability credibility and dependability of study instruments, data collection procedures, data analysis procedure, the pilot testing of study instrument and finally ethical considerations.

3.2 Research Design

Creswell (2009) defines research design as the plan or proposal to conduct research, involving the intersection of philosophy, strategies of inquiry, and specific methods. While Kerlinger and Lee (2000) posit that research design is the plan, structure, and strategy of investigation conceived to obtain answers to research questions and to control variance. This study adopted a mixed method research approach. Specifically, the study adopted convergent parallel mixed method design, a one-phase design where both quantitative and qualitative data were collected and analyzed. A convergent parallel design entails that the researcher concurrently conducts the qualitative and quantitative elements in the same phase of the research process, weighs the methods equally analyzes the two components independently, and interprets the results together (Creswell and Pablo-Clark, 2011).

The researcher then compared the analysis of quantitative and qualitative data to find out if the data confirms or contradicts each other. The study adopted the design because it provided a comprehensive analysis of the research problem by merging quantitative and qualitative data (Demir and Pismek, 2018).

3.3 Location of the Study

Kipkomo Sub-county, located in West Pokot County in northwestern Kenya, presents a unique and compelling setting for examining the influence of parental involvement on students' academic performance. The area is predominantly rural, with a nomadic pastoralist population, limited infrastructure, and challenging terrain, all of which contribute to low academic outcomes in local schools. The choice of Kipkomo as a study area was justified by its distinctive socio-cultural and economic context, which poses significant barriers to consistent parental engagement in education, such as poverty, illiteracy, and migratory lifestyles. These factors made it ideal for assessing how different dimensions of parental involvement such as payment of school fees, supervision of homework, provision of learning materials, and communication with teachers affect learners' performance. Previous studies within the region and other rural Kenyan counties have shown a positive correlation between parental support and improved academic achievement, highlighting the need for targeted strategies in such underserved areas (Konyongo & Ogeta, 2018). Moreover, the study's findings could contribute valuable insights to both county and national education policy, supporting goals outlined in Kenya's Sessional Paper No. 1 of 2019 and West Pokot's development plans, particularly in promoting inclusive, quality education through increased stakeholder participation.

3.4 Target Population

According to Asiamiah and Mensah (2017), a target population is group of people or organization with characteristic that the researcher seeks to identify and investigate. Creswell (2012) on the other hand defines a target population as a specific group of individuals a researcher aims to study, analyze, or address in their work. The target population for this study comprised 48 public secondary schools in Kipkomo Sub-County, West Pokot County, Kenya. It included 48 principals, 367 teachers, 96 Parent Association members and 9470 students.

Principals were selected for their administrative oversight and understanding of school-wide academic trends and they provide insights into school management practices, policy impacts, resource allocation, and the general school environment. Teachers were selected because they play a key role in academic monitoring and regularly interact with both students and parents. Their involvement makes their perspectives essential for understanding the influence of parental involvement on student's academic performance.

3.5 Description of Sample and Sampling Procedure

According to Creswell (2012), a sample is a subset of the whole population that the research targets to investigate and it is used to generalize about the target population. Sampling involves the researcher coming up with a procedure for selecting items for the population (Kothari, 2004). In this study, both probability and non-probability sampling methods was used.

3.5.1 Sampling of Schools

A sample of 10 schools was selected from a total of 48 schools using probability sampling techniques. According to Cohen, Manion, and Morrison (2018), it is common to select between 10% and 60% of the total population when dealing with a small population to form a representative sample. To ensure representation across different types of schools, stratified sampling was used. Using this method, the researcher divided the population into three subgroups: boys' secondary schools, girls' secondary schools, and mixed secondary schools. Simple random sampling was then applied within each subgroup to select the schools. The sample consisted of 3 boys' secondary schools, 3 girls' secondary schools, and 4 mixed secondary schools, proportionate to their presence in the overall population.

3.5.2 Sampling of Principals

This study employed a purposive sampling technique to select participants for the in-depth interviews. All the 10 school principals from the selected secondary schools in Kipkomo Sub-County were automatically included in the study, given their unique administrative role and first-hand experience with parental involvement and its influence on student academic performance.

3.5.3 Sampling of Teachers

The study involved 367 teachers drawn from 10 selected public secondary schools. The number of teachers selected from each school was proportionate to the total number of teachers in that school. The following proportional sampling formula, as outlined by Yamane (1967), was used to determine the sample size.

$$n = \frac{N}{1 + N e^2}$$

Whereby:

n= is the sample size

N= is the size of the population (367)

e= is the desired level of confidence (0.05)

The sample size will be computed as follows:

$$n = 367 \div (1 + 367 \times 0.05^2)$$

$$n = 367 \div (1 + 0.9175)$$

$$n = 367 \div 1.9175$$

$$n = 191 \text{ teachers}$$

Stratified random sampling was then used to select 191 teachers from 10 public secondary schools in Kipkomo Sub-County, with the number of teachers chosen from each school being proportionate to its total teacher population. To ensure gender representation, both male and female teachers were included. The selection involved teachers randomly picking folded papers marked 'Yes' and 'No'; those who pick 'Yes' participated in the study.

3.5.4 Sampling of Students

The researcher ensured that the number of students taken from each selected school was in proportion to the total population of students in that school. To achieve this, the researcher used proportionate sampling with the help of the formula developed by Yamane (1967) to calculate the sample size of the students per school.

$$n = N \div (1 + Ne^2)$$

Whereby:

n= is the sample size

N= is the size of the population (9470)

e= is the desired level of confidence (0.05)

The sample size will be computed as follows:

$$n = N \div (1 + Ne^2)$$

$$n = 9470 \div (1 + 9470 \times 0.05^2)$$

$$n = 9470 \div (1 + 23.675)$$

$$n = 9470 \div 24.675$$

$$n = 384 \text{ students}$$

The sample size of 384 students was distributed proportionally among the 10 schools and in all the classes. In each of the schools, the researcher got a list of the students and use simple random sampling to select the participants. Scorecards with the words "yes"

and "no" was used. The cards were placed in a container for students to choose from at random. The students who chose "yes" were selected to take part in the study.

3.5.4 Sampling of Parent Association (P.A.) Members

Purposive sampling was employed to select 30 members of parents' associations from a total of 96 across ten public secondary schools in Kipkomo Sub-County, West Pokot County. The choice of respondents was guided by their active involvement in school governance and parental engagement, such as regular attendance at meetings, participation in school activities, and leadership roles within the associations. This deliberate selection ensured that the sample comprised individuals with relevant knowledge and experience, thereby providing rich and context-specific insights into parental involvement in learners' academic performance. According to Creswell (2014), purposive sampling enables researchers to intentionally select participants who can best inform the research objectives by virtue of their expertise and experience.

Table 1

Sample Matrix

Category	Target Population	Sample Technique	Sample Size	%
Schools	48	Stratified and Simple Random	10	21%
Principals	48	Purposive-Automatic Inclusion	10	21%
Teachers	367	Stratified and Simple Random	191	52%
Students	9470	Simple Random	384	4.1%
P.A. Members	96	Purposive	30	31.3%

Source: *Field Data (2025)*

3.6 Description of Data Collection Instruments

According to Creswell and Creswell (2018) a research instrument is a tool that help to observe, measure and document research data. The study used questionnaires to collect data from teachers and students, in-depth interview guides to collect data from school principals and focus group discussion guide to collect data from P.A. members. A questionnaire help collect large amount of data and results are more reliable and dependable since it is free of bias from the researcher (Kothari, 2014). Interviews offer important information and allow respondents to give detail and depth descriptive information. Focus group discussions on the other hand provide rich, in-depth insights into participants' perceptions, experiences, and attitudes. The study's use of both qualitative and quantitative research instruments made it easier to triangulate and converge qualitative and quantitative data.

3.6.1 Questionnaire for Teachers

The use of a questionnaire is a valuable method for collecting a wide range of information from many respondents (Rahman, 2022). In this study, the questionnaire for the teacher included both closed-ended and open-ended questions. The questionnaire was divided into 5 parts, A, B, C, D, and E. Part A focused on demographic information of the teachers, such as their gender, age, level of education, and experience. Part B; parental monitoring the progress of learners on their academic performance. Part C; parental support on study habits on the student academic performance. Part D; parental provision of resource materials on the student academic performance. Part E; parental creation of structured environment on the academic performance.

3.6.2 Questionnaire for Students

The questionnaire for students had five parts with closed-ended questions. Parts A focused on the demographic information of the students, such as their gender, class and age.

Part B; parental monitoring the progress of learners on their academic performance. Part C; parental support on study habits on the student academic performance. Part D; parental provision of resource materials on the student academic performance. Part E; parental creation of structured environment on the academic performance.

3.6.3 In-depth Interview Guide for Principals

The interview guide helped the researcher to collect data from the principals. The guide had semi-structured questions to help the researcher collect comprehensive data through face to face interaction and further probing. The guide had five Parts. A, B, C, D and E. Part A was on demographic information, gender, years of experience as principal and academic qualification and experience. Part B, C, D and E helped to collect the data according to the research questions. Part B; parental monitoring the progress of learners on their academic performance. Part C; parental support on study habits on the student academic performance. Part D; parental provision of resource materials on the student academic performance. Part E; parental creation of structured environment on the academic performance.

3.6.4 Focus Group Discussion Guide for P.A. Members

The focus group discussion guide helped the researcher to collect data from the P.A. members. The guide had semi-structured questions to help the researcher collect comprehensive data through face to face interaction and further probing. The guide had four Parts; A, B, C and D. The four parts helped to collect the data according to the research questions. Part A; parental monitoring the progress of learners on their academic performance. Part B; parental support on study habits on the student academic performance. Part C; parental provision of resource materials on the student academic performance. Part D; parental creation of structured environment on the academic performance.

3.7 Validity of the Research Instruments

Validity is the extent to which an instrument measures what it is supposed to measure according to Headlee (2017) and Fussman (2019). To achieve face validity which is clarity, the researcher presented the questionnaires to the experts in the field of education from Tangaza University who reviewed all the questionnaire items for readability consistency and completeness. The experts were also requested to examine the content of the instruments to ensure that they measure all aspects of the study objectives. The researcher incorporated the feedback of experts into the final draft of the study questionnaire.

3.8 Pilot Testing of the Research Instruments

According to Creswel (2014), pilot testing is the process of conducting a preliminary survey to determine the challenges that respondents are likely face when responding to the items. The main aim is to rectify ambiguities, such as vague questions so that respondents do not have difficult when answering sample questions and correct errors that items may have. The pilot study was conducted in three public secondary schools, representing six percent of the total sample size. These schools were excluded from the main study but shared similar characteristics with those included in the actual research. The researcher selected three principals and twelve teachers to be involved in the pilot exercise. The pilot study helped to find out if there was need for any adjustment to the instrument. This approach provided a representative sample to ensure the research tools functioned effectively for the larger study.

3.9 Reliability of the Study Instruments

According Mugenda (2003), reliability is the extent to which the instrument yields the same result over multiple trials. The researcher used split half method to estimate the extent to which the same results could be obtained with a repeated measure of accuracy (Schmitt & Stults, 2023). The researcher used split-half reliability which measures the internal consistency of a test. It involves dividing a single test into two halves and then comparing the results of

these halves. The idea is that if the test is consistent, both halves should yield similar results. The researcher divided the questions into two parts, typically by using odd and even items. The consistency of results between these subsets was analyzed to ensure reliability. Cronbach's alpha coefficient was calculated using the Statistical Package for the Social Sciences (SPSS) to quantify the instrument's internal consistency. A Cronbach's alpha value of 0.8 was obtained which indicated that the questionnaire instruments were reliable.

3.10 Credibility and Dependability of the Qualitative Instrument

According to Gunawan (2015), trustworthiness is judged in terms of credibility, dependability, transferability and confirmability. Credibility refers to participant's perceptions of what the researcher portrays of them in terms of what they think, feel and do while dependability is stability and steadiness of data over time. Confirmability is accurate representation and interpretation of the information that participants provide without the interference of the researcher (Kanste and Utrianen, 2014). Transferability is the extent to which findings of one study can be useful to other different contexts determined by those who wish to compare their studies (Shenton, 2004). In this study, triangulation was used as one way of ensuring trustworthiness of data. Triangulation involved the use of multiple data sources to identify consistent patterns and strengthen the reliability of findings. Additionally, member checking was utilized, where supervisors, experts, and participants were consulted to verify the accuracy of the researcher's interpretations and conclusions.

3.11 Description of Data Collection Procedures

In this study the researcher ensured the necessary document are available before conducting data collection. The researcher sought an introductory letter from the Directorate of Postgraduate Studies and Research at Tangaza University. This letter together with the signed research proposal was used to apply for the research permit from the National Commission for Science, Technology and innovation (NACOSTI). The researcher used this

permit to get permission from West Pokot County Director of Education to collect data from public secondary schools in Kipkomo Sub-County. The researcher informed the county Director of Education the intention of the study in the county. Prior to administration of questionnaires, the researcher visited the sampled schools and informed the principals of the visit to conduct the study. The researcher informed the teachers and the principals the purpose of the research and requested them to sign the consent and the assent form to show willingness to take part in the study. The researcher then supervised the filling of the questionnaires by the teachers and the students and then proceeded to conducting the interviews with the principals and focus group discussions with the P.A. members.

3.12 Description of Data Analysis Procedure

Data analysis is the systematic process of organizing, structuring, and interpreting collected data (Creswell, 2024). Since this study adopted a mixed-methods approach, both quantitative and qualitative data were analyzed. Descriptive statistics, specifically frequencies and percentages, were used to analyze quantitative data and were presented using distribution tables, bar graphs, and pie charts. Statistical analysis was conducted using SPSS version 25. Qualitative data obtained from interviews was transcribed, coded, and analyzed thematically based on the research questions. Emerging themes and sub-themes were presented using narratives and direct quotations from participants. This approach aligns with Creswell's (2024) framework for mixed-methods research, ensuring a comprehensive and coherent interpretation of both numerical and textual data.

3.13 Ethical Considerations

Conducting the study, the researcher is expected to adhere to a code of ethics (Creswell, 2014). Therefore, the researcher sought a recommendation letter from the Department of postgraduate Student at Tangaza University as well as securing a research permit from NACOSTI. Further, the researcher requested permission from the county director of education

to be allowed to conduct research in the public secondary school in the area. The researcher sought informed consent from participant and explained to them that participation of the study was voluntary, and that they were free to withdraw from it at any time. The researcher also assured the participants of the anonymity of their identities and the confidentiality of the information gathered, and as such, they were not required to write their names on the questionnaires.

To avoid plagiarism, the researcher endeavored to cite all sources of information utilized in the study following the APA 7th edition format. The researcher further ensured that the participants' privacy and personal dignity was respected. This was achieved by avoiding using any language or doing anything in the conduct of research that may threaten embarrass, irritate, anger, cause stress, or cause participant to lose self-esteem, as recommended by Kombo and Trop (2013).

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter presents the findings of the study on the influence of parental involvement on students' academic performance in public secondary schools in Kipkomo Sub-County, West Pokot County. The results are organized according to the research questions as stated in chapter one. The chapter begins with an analysis of the response rate and the demographic characteristics of the participants. It then presents the data analysis based on the research questions, utilizing descriptive statistics, primarily frequencies and percentages, which are presented in tables, graphs, and pie charts

4.2 Instruments' Return Rates

The research instruments were administered to different study participants. These included questionnaires distributed to teachers and the students and interviews conducted with principals. Additionally, focus group discussions were organized with Parent Association (P.A.) members. Table 2 shows the response rates of the study participants.

Table 2

The Response Rate of the Study Participants

Participants	Sampled Participants	Actual Participants	Return rate (%)
Principals	10	10	100
Teachers	191	191	100
Students	384	350	91.2
P.A. Members	30	25	83.3

Source: *Field Data (2025)*

As shown in Table 2, the study achieved exceptionally high return rates across all participant groups. Both principals and teachers had a 100% response rate, with all 10 principals being available for interviews and 191 teachers returning their completed

questionnaires. The students had still impressive response rate of 91.15%, with 350 out of 384 returning their completed questionnaires. Twenty-five out of 30 P.A. members were available for focus group discussions. These high return rates significantly exceed the generally accepted threshold of 60% for social science research (Fincham, 2008). Moreover, they surpass the more stringent recommendation of 80% proposed by Singleton and Straits (2005) to ensure the representativeness of the sample.

The 100% response rate from principals and teachers is particularly noteworthy, as it ensures that the perspectives of all sampled school leaders and educators are represented in the study. This comprehensive participation provides a solid foundation for drawing meaningful conclusions about the influence of parental involvement on students' academic performance in public secondary schools in Kipkomo Sub-County, West Pokot County. It must be noted however that despite the high response rate, some gaps in response rates were observed. For instance, some students were not available to fill in the questionnaire for unexplained reasons. The high response rate was attributed to several factors, including, the relevance of the research topic to the participants' daily experiences in education, effective communication of the study's importance to respondents, clear and concise questionnaire design, appropriate timing and administration of the survey as well as effective follow-up procedures which enhanced the willingness of the participants to take part in the study.

4.3 Demographic Characteristics of the Participants

This research aimed to investigate the individual characteristics of the participants, including age, gender, teaching experience and professional qualifications of the participants. Understanding the demographic profile of the study participants is essential for contextualizing the research findings.

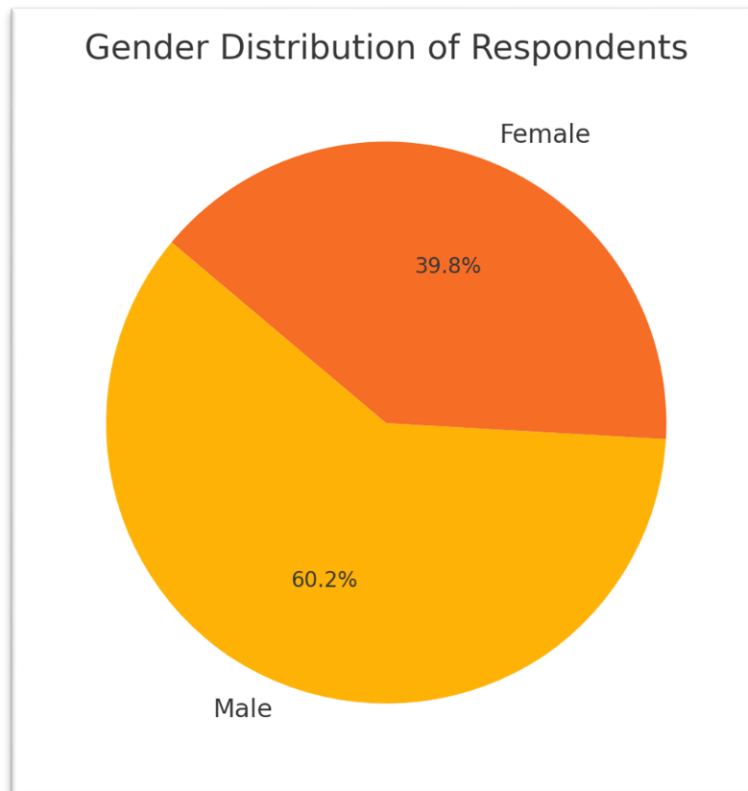
4.3.1 Demographic Characteristics of Teachers

This section discusses the demographic characteristics of the 191 teachers who participated in the study on the influence of parental involvement on students' academic performance in public secondary schools in Kipkomo Sub-County, West Pokot County. These characteristics provide valuable context for interpreting the findings and shaping strategies to enhance parental involvement in the region.

4.3.1.1 Distribution of Teachers by Gender

The study examined the gender distribution of teachers participating in the research, which provided valuable insight into the demographic composition of the teaching staff in public secondary schools in Kipkomo Sub-County, West Pokot County. Figure 2 presents the gender distribution of the teacher participants, offering insights into the generational makeup of the teaching staff.

Figure 2
Gender Distribution



Source: *Field Data (2025)*

The majority of respondents were male (60.2%, equivalent to 115 teachers), while females accounted for 39.8% (76 teachers). This gender imbalance reflects trends in rural Kenyan contexts where teaching is often male-dominated (Mutua, 2021; Ngware et al., 2023). Such a demographic pattern may influence parental engagement practices, with male teachers often emphasizing academic rigor and discipline, and female teachers focusing on emotional and relational support. Balanced strategies leveraging these strengths are crucial to promote comprehensive parental involvement.

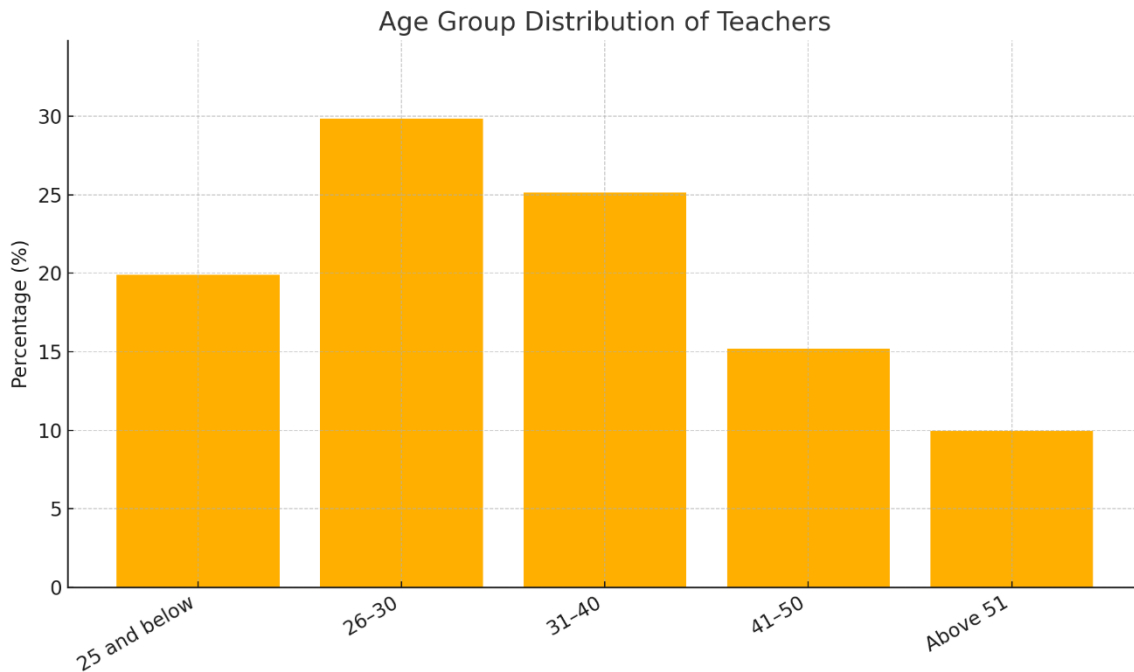
4.3.1.2 Distribution of Teachers by Age

In this section, the study sought to ascertain the respondents' ages to see if age was related to teachers' responses to parental involvement on students' academic performance in

public secondary schools in Kipkomo Sub-County, West Pokot County. The summary of the findings is presented in Figure 3.

Figure 3

Percentage Distribution of Teachers by Age



Source: *Field Data (2025)*

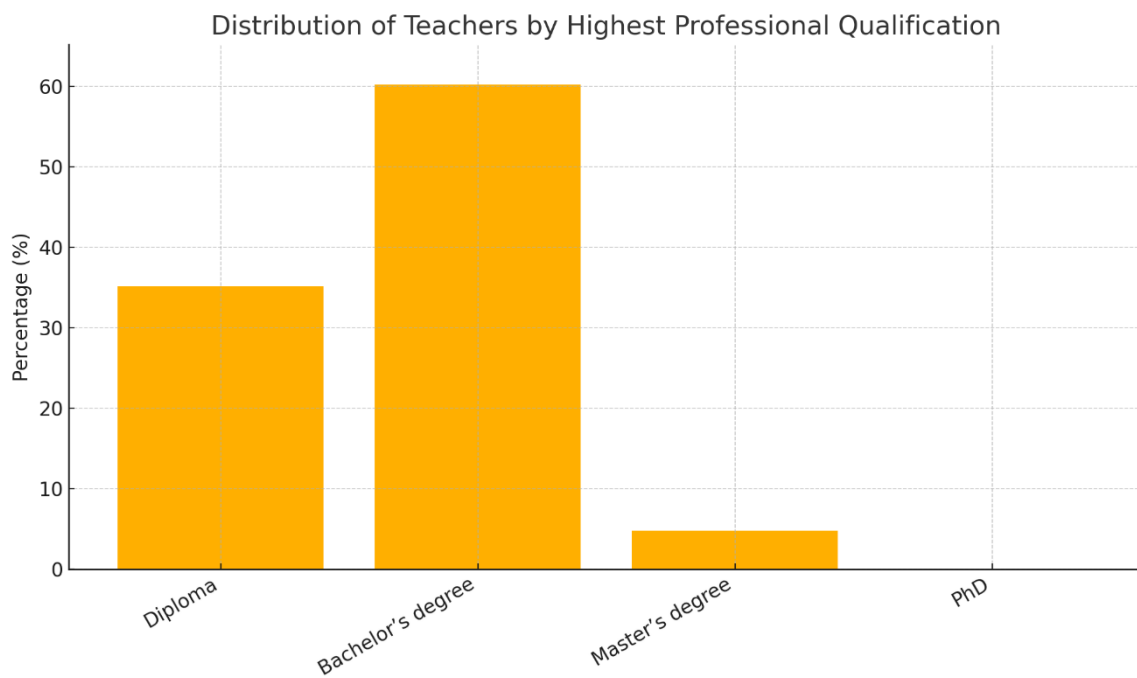
The age distribution indicates that 30% of teachers were aged 26–30 years (57 teachers), followed by 25% aged 31–40 years (48 teachers), 20% aged 25 years and below (38 teachers), 15% aged 41–50 years (29 teachers), and 10% above 51 years (19 teachers). The predominance of younger teachers suggests openness to innovative practices and willingness to engage parents collaboratively (Waweru & Orodho, 2022). Meanwhile, experienced teachers bring stability and community trust, which is crucial for building sustainable parental engagement frameworks.

4.3.1.3 Distribution of Teachers by Highest Professional Qualification

Figure 4 illustrates the distribution of teachers by their highest professional qualification. This was done in order to provide an insight into the educational background of the teaching staff.

Figure 4

Percentage Distribution of Teachers by Highest Professional Qualification



Source: *Field Data (2025)*

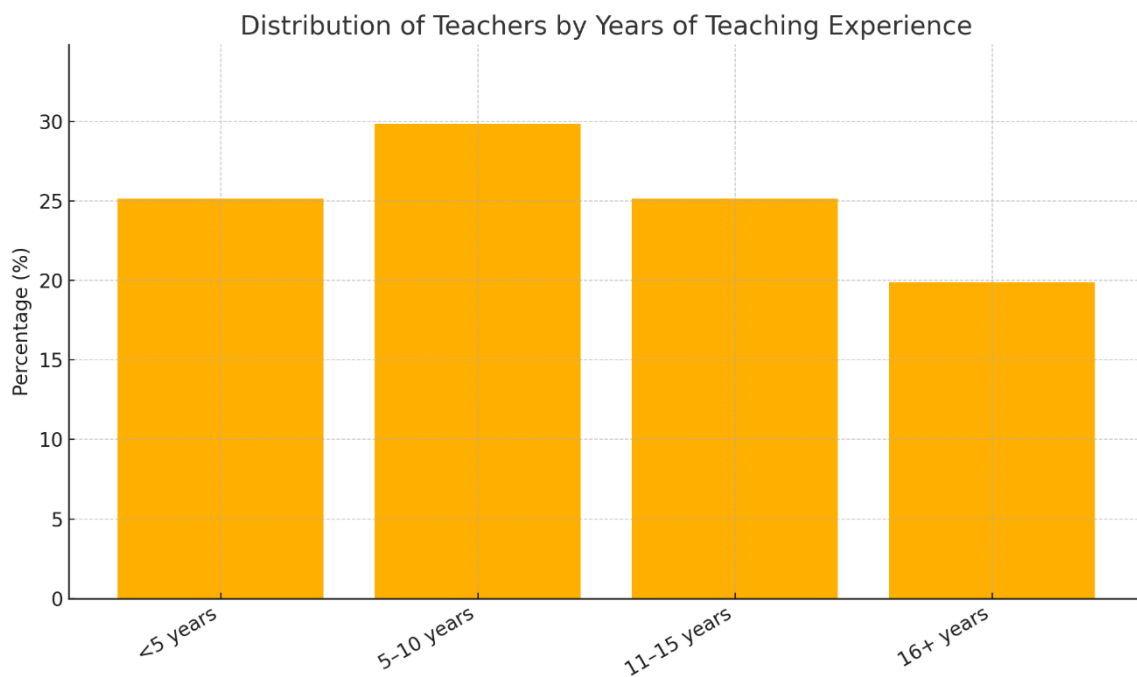
The data show that 60% of teachers held bachelor's degrees (115 teachers), 35% held diplomas (67 teachers), and only 5% held master's degrees (9 teachers), with no PhD holders. The high proportion of degree holders reflects a well-qualified workforce capable of adopting and implementing modern educational practices that emphasize parental involvement (Macharia & Ngugi, 2021; UNESCO, 2023).

4.3.1.4 Distribution of Teachers by Teaching Experience

Figure 5 illustrates the distribution of teachers by their teaching experience. Indicating the distribution of teachers by teaching experience ensured methodological rigor by showing diverse, representative perspectives that enhanced the credibility and depth of findings on parental involvement and academic performance.

Figure 5

Percentage Distribution of Teachers by Teaching Experience



Source: Field Data (2025)

Regarding experience, 30% of teachers had 5–10 years (57 teachers), 25% had less than 5 years (48 teachers), another 25% had 11–15 years (48 teachers), and 20% had 16 years and above (38 teachers). This balance of moderately experienced and newer teachers suggests a promising environment for mentorship and knowledge transfer. Experienced teachers can support less experienced colleagues in developing effective parental engagement strategies (Likoko et al., 2023; Wambugu & Mwangi, 2021).

4.3.2 Demographic Profile of Principals

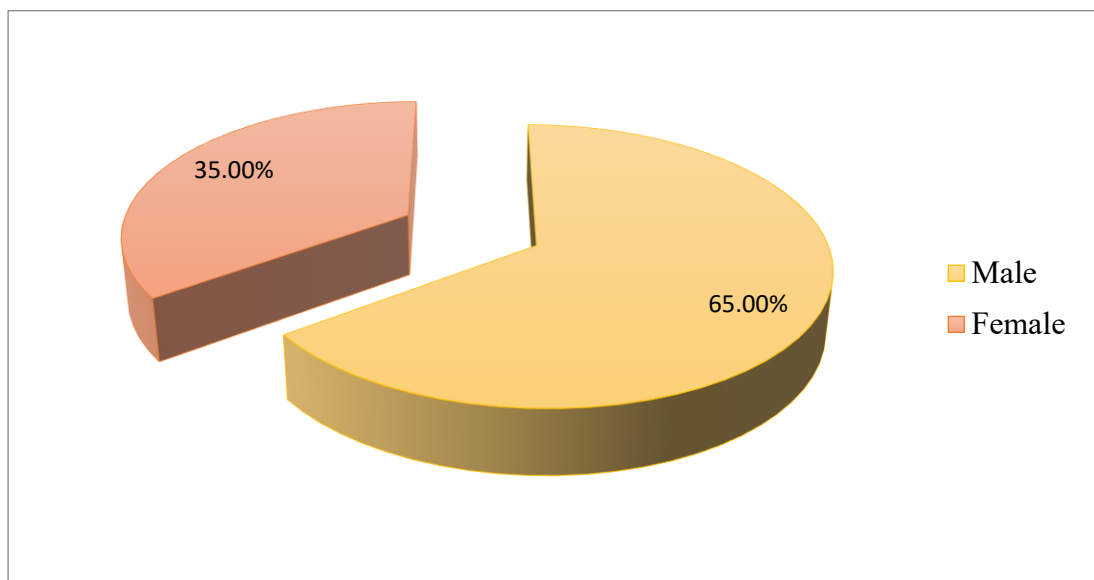
The demographic profile of principals was analyzed in the study. The analysis focused on three key aspects: years of experience, gender distribution, and the highest education level attained. These demographic factors were considered crucial in understanding the characteristics of the principals who participated in the study. The following sections present and discuss the findings for each of these demographic variables.

4.3.2.1 Distribution of Principals by Gender

The study investigated the gender distribution among the principals. This demographic factor was examined to understand the representation of male and female educators in school leadership positions. Figure 6 illustrates the percentage distribution of head teachers by gender.

Figure 6

Percentage Distribution of Principals by Gender



Source: *Field Data (2025)*

The analysis of gender distribution among principals revealed a notable disparity. Male principals constituted the majority, representing 65% of the respondents, while female head

teachers accounted for 35% of the sample. This gender imbalance in school leadership positions reflected a broader global trend observed in many educational systems.

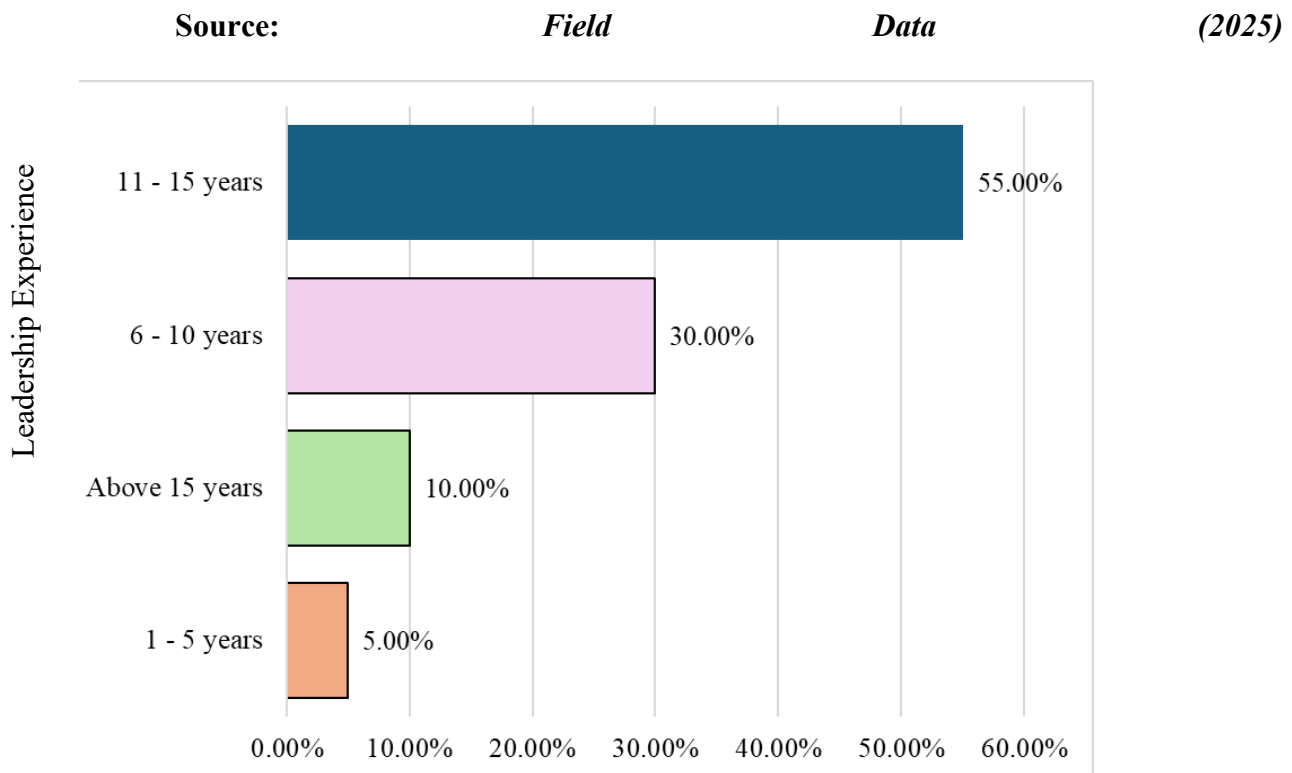
The findings were consistent with a study by Shakeshaft et al. (2020), which reported similar gender disparities in school leadership roles across various contexts. The underrepresentation of female principals could have implications for diversity in educational leadership and might influence the overall school culture and decision-making processes. It is worth noting that this gender distribution might not be uniform across all regions or school types, and further investigation could provide more insights into this demographic aspect.

4.3.2.1 Distribution of Principals by Years of Leadership Experience

The study examined the experience of the principals who participated in the research. Indicating the distribution of principals by years of leadership experience helps to contextualize how their professional background may influence school-parent partnerships and, consequently, learners' academic performance. Figure 7 presents the percentage distribution of head teachers based on their years of leadership experience.

Figure 7

Percentage Distribution of Principals' Leadership Experience



The results revealed that the majority of principals in the study had substantial leadership experience. Slightly more than half of the principals (55%) had between 11 to 15 years of experience as principal. This was followed by 30% of principals who had 6 to 10 years of experience in the field. Only 10% of the respondents had more than 15 years' experience as principals, while a small percentage (5%) had 1 to 5 years of experience.

These findings suggested that most of the principals in the study has substantial experiences as heads of schools. This aligns with the research conducted by (Woo et al. 2022), which found that head teachers with extensive leadership experience were more likely to have a comprehensive understanding of educational processes and challenges. The predominance of

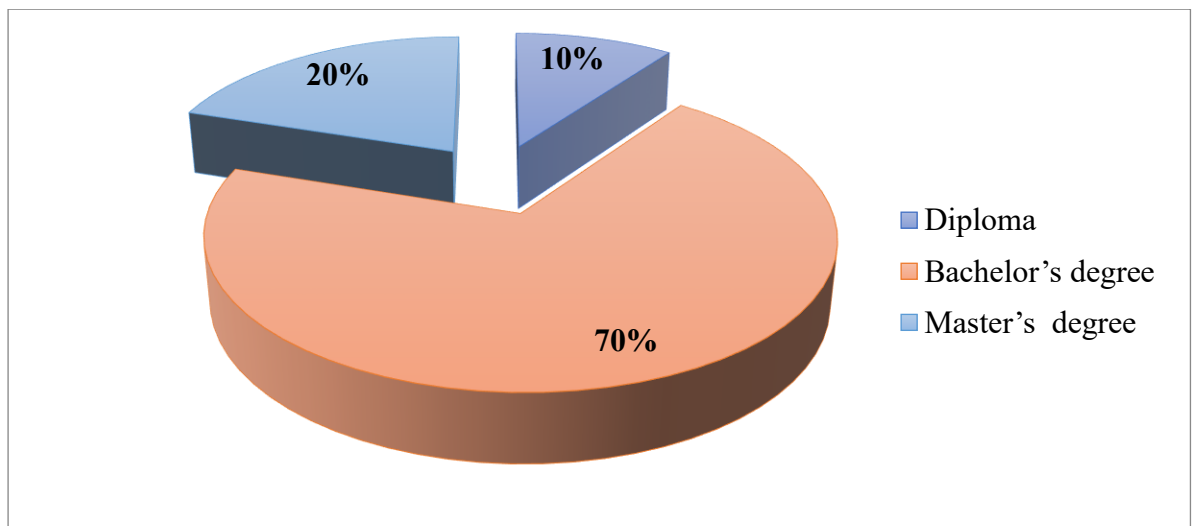
experienced principals could have implications for school leadership, as these individuals might bring a wealth of practical knowledge to their administrative roles.

4.3.2.2 Distribution of Principals by Highest Education Level

The educational qualifications of principals were another important demographic factor examined in the study. The highest education level attained by the respondents was considered a key indicator of their academic preparation for leadership roles. Figure 8 presents the percentage distribution of head teachers based on their highest educational qualifications.

Figure 8

Distribution of head teachers by Qualification



Source: *Field Data (2025)*

The analysis of educational qualifications revealed that the majority of principals in the study held advanced degrees. A substantial number (70%) of the respondents had attained a bachelor's degree, indicating high academic preparation among the school leaders. Furthermore, 20% of the principals had pursued postgraduate education, holding master's degrees. Only 10% of the respondents had a diploma as their highest qualification. The findings resonate with Freeman and Fields (2023), who observed that higher educational attainment

among school leaders equips them with better skills to foster collaborative school-parent relationships. Such enhanced leadership capacity promotes stronger parental involvement, which in turn positively influences learners' academic performance.

4.4 Parental Monitoring of Learners' Progress on Academic Performance

The study aimed to assess how parental monitoring of learners' progress influence academic performance in public secondary schools in Kipkomo Sub-County, West Pokot County. Teachers and students were asked to indicate their opinions on a five-point scale, as shown in Table 3, which included the following options: Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA).

Table 3***Parental Monitoring of Learners' Progress on Academic Performance***

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Teachers (N=191)					
Students whose parents regularly check their academic progress perform better in school.	5 (2.6%)	10 (5.2%)	20 (10.5%)	80 (41.9%)	76 (39.8%)
Parental monitoring helps identify academic challenges early.	3 (1.6%)	8 (4.2%)	15 (7.9%)	85 (44.5%)	80 (41.9%)
Learners are more disciplined when parents monitor their schoolwork.	7 (3.7%)	12 (6.3%)	18 (9.4%)	75 (39.3%)	79 (41.4%)
There is a noticeable difference in performance between students whose parents are involved and those who are not.	6 (3.1%)	11 (5.8%)	16 (8.4%)	78 (40.8%)	80 (41.9%)
Parents who frequently communicate with teachers positively impact learner performance.	2 (1.0%)	6 (3.1%)	14 (7.3%)	90 (47.1%)	79 (41.4%)
Lack of parental follow-up negatively affects students' academic achievement.	4 (2.1%)	9 (4.7%)	17 (8.9%)	80 (41.9%)	81 (42.4%)
Regular parental feedback on learners' progress increases student motivation.	3 (1.6%)	7 (3.7%)	15 (7.9%)	85 (44.5%)	81 (42.4%)
When parents supervise homework, learners perform better in class tests.	6 (3.1%)	10 (5.2%)	19 (9.9%)	82 (42.9%)	74 (38.7%)
Parents' presence in school meetings and events correlates with better student outcomes.	5 (2.6%)	8 (4.2%)	18 (9.4%)	80 (41.9%)	80 (41.9%)
Most parents in this school monitor their children's academic progress consistently.	12 (6.3%)	20 (10.5%)	45 (23.6%)	70 (36.6%)	44 (23.0%)
Students (N = 350)					
My parent(s)/guardian(s) regularly ask me about my academic performance.	40 (11.4%)	60 (17.1%)	40 (11.4%)	30 (8.6%)	21 (6.0%)
My parent(s)/guardian(s) check my homework or assignments after school.	50 (14.3%)	55 (15.7%)	35 (10.0%)	30 (8.6%)	21 (6.0%)
My parent(s)/guardian(s) attend school meetings to follow up on my progress.	60 (17.1%)	50 (14.3%)	30 (8.6%)	35 (10.0%)	16 (4.6%)
My parent(s)/guardian(s) communicate with my teachers about my performance.	45 (12.9%)	65 (18.6%)	40 (11.4%)	25 (7.1%)	16 (4.6%)
My parent(s)/guardian(s) encourage me to revise and study regularly at home.	35 (10.0%)	45 (12.9%)	45 (12.9%)	45 (12.9%)	21 (6.0%)
My parent(s)/guardian(s) set study rules or routines to help me focus.	55 (15.7%)	50 (14.3%)	35 (10.0%)	35 (10.0%)	16 (4.6%)

Source: Field Data (2025)

The findings of this study clearly demonstrate that teachers strongly believe in the positive impact of parental monitoring on learners' academic performance. For instance, 81.7% of teachers (41.9% agreed and 39.8% strongly agreed) reported that students whose parents regularly check their academic progress perform better in school. This high level of agreement

suggests that teachers have witnessed the value of such involvement in promoting better academic outcomes. In contrast, only 14.6% of students (8.6% agreed and 6.0% strongly agreed) confirmed that their parents regularly ask them about their academic performance. This points to a large gap between what teachers perceive as happening and what learners experience in reality. During focus group discussions, many parents expressed their willingness but also their limitations in following up on school matters. One parent shared:

“I know it is important to check on my child’s performance regularly. But sometimes, after walking long distances for casual work, I get home late and tired. By the time I arrive, the children have already done their homework or gone to bed. I want to ask them about school, but exhaustion takes over. I also fear asking something I can’t understand or explain. At times, I feel guilty because I know my child needs me to follow up, but I have to choose between putting food on the table and checking on schoolwork. If the school could give us short summaries or updates in simple language or through the phone, it would help us stay involved even when we can’t attend meetings” (Parent 2, 27/8/2025).

This response reflects the real-life tension many parents face between livelihood demands and educational support, underscoring the importance of flexible and accessible parental engagement strategies.

A similarly strong endorsement came from teachers regarding the early identification of academic challenges, with 86.4% (44.5% agreed and 41.9% strongly agreed) saying parental monitoring helps to identify such challenges early. However, only 11.7% of students (7.1% agreed and 4.6% strongly agreed) said that their parents communicate with their teachers about performance. One principal, during interviews, observed:

“We know that children perform better when their parents are in regular contact with us. But here in Kipkomo, only a few parents follow up unless there’s a serious problem.

Many waits until exams are out or when the child is already in trouble. By then, early intervention is no longer possible” (Principal 4, 28/8/2025).

Teachers overwhelmingly agreed (40.8%) and strongly agreed (41.9%) that there is a noticeable difference in performance between students whose parents are involved and those who are not. This high level of agreement, totaling 82.7%, suggests that educators regularly observe a clear academic divide linked to parental involvement. Students whose parents show consistent interest in their learning; by attending school meetings, checking homework, or simply encouraging them tend to be more confident, disciplined, and motivated. They are often better prepared for class, submit assignments on time, and actively participate in learning activities. In contrast, learners who lack such support may struggle with follow-through, have lower self-esteem, and appear disengaged. As one principal put it, “Parental involvement is a silent teacher. Even when it’s just asking how school was, it tells the child that his/her education matters.”

Another principal had this to say:

“In my experience, parental involvement makes a big difference, even in a rural area like ours. When a parent attends meeting, asks questions, and follows up on homework, that child feels supported. It’s not about money, it’s about interest and presence” (Principal 2, 27/8/2025).

These findings align with current research from *Frontiers in Psychology* (2024), which confirms that home support significantly contributes to learners’ academic identity and goal-setting behavior. Such findings underscore the importance of encouraging even basic forms of parental involvement, particularly in underserved communities.

On the impact of communication, 88.5% of teachers (47.1% agreed and 41.4% strongly agreed) said that when parents frequently communicate with teachers, there is a positive impact on learner performance. Yet among students, only 11.7% (7.1% agreed and 4.6% strongly

agreed) said their parents communicate with teachers. During the focus group discussion, most parents complained that they don't speak English well, and when they go to school for meetings, the teachers speak so fast. According to the parents, it feels like the meetings are for educated people. They feel like they don't belong there, even though they care.

Teachers also believed that regular feedback increases motivation with 86.9% (44.5% agreed and 42.4% strongly agreed) affirmed this. However, only 12.9% of students (6.9% agreed and 6.0% strongly agreed) confirmed that their parents encourage them to study. A principal during an interview noted that motivation doesn't always come from rewards or punishments but sometimes, a child just needs to hear that someone is proud of them. According to the principal, when parents praise effort, not just results, children keep going even when they fail.

On the issue of homework supervision, 81.6% of teachers (42.9% agreed and 38.7% strongly agreed) affirmed that consistent parental oversight significantly contributes to learners completing assignments correctly and on time. This indicates that educators view homework not merely as a school-based task, but as a shared responsibility that benefits from reinforcement at home. However, a contrasting perspective emerges from the students' responses; only 14.6% (8.6% agreed and 6.0% strongly agreed) confirmed that their parents actually check their homework. This stark disparity suggests that although teachers perceive homework as a bridge between school and home, many learners are not receiving the expected support. The gap may be explained by several factors. Some parents may feel unqualified to assist due to low literacy levels or unfamiliarity with the current curriculum. Others may be physically or emotionally exhausted after long workdays, especially in rural or economically disadvantaged areas. As one parent admitted during a focus group discussion: "My child shows me the homework book, and I sign if required. But I don't understand the content sometimes.

I never know if what he wrote is correct. I'm just hoping that he did it honestly." This statement illustrates a willingness to be involved, but also a sense of helplessness.

Another parent in the discussion group admitted:

"At times, I feel embarrassed because I want to help but I don't even know where to start. The syllabus has changed a lot since my school days, and what they are learning now is very different. Sometimes I ask my older child to help the younger one, or I just remind them to do their work and hope for the best. I wish I could support more, but I feel helpless. If someone could explain to us what is expected from the schoolwork, I would be more confident to assist" (Parent 1, 27/8/2025).

Research supports these observations. According to González-DeHass et al. (2023), parental involvement in homework even when minimal has a positive impact on learners' attitudes and performance. Moreover, Epstein et al. (2019) emphasized that parental presence during homework time boosts not only academic outcomes but also emotional resilience and time management skills.

On the statement that parents' presence in school meetings and events correlates with better student outcomes, 83.8% of teachers (41.9% agreed and 41.9% strongly agreed) supported this view. Yet only 14.6% of students (10.0% agreed, 4.6% strongly agreed) confirmed their parents attend school events. During the interview a principal explained that some parents think attending school events is optional or meant for rich families. This perception that school events are reserved for more privileged families often leads many parents especially those from low-income or rural backgrounds to exclude themselves from important school functions. However, even a single act of participation, like showing up to a meeting, can have a lasting emotional and psychological impact on the child. It sends a powerful message that their education matters and that their efforts are being noticed. This presence affirms their identity as learners and can increase their self-esteem, motivation, and

engagement in class. As the principal emphasized, transforming this mindset requires schools to actively communicate that all parents, regardless of economic status, are welcome and needed in the school community. Creating inclusive spaces and flexible event times can encourage wider participation and dismantle this harmful notion.

Finally, on the statement that most parents in schools monitor their children's academic progress consistently, only 59.6% of teachers (36.6% agreed and 23.0% strongly agreed) affirmed this. This is the lowest level of agreement across all the teacher-rated items in the study, signaling a shared concern among educators about the lack of sustained parental engagement in learners' academic development. Even more telling is that this perception aligns with student responses, which consistently registered low across the board ranging from just 11.7% to 14.6% agreement on various aspects of parental monitoring and support. These results paint a sobering picture: while a significant number of parents may express good intentions, few follow through consistently in actively monitoring their children's academic journeys. Several factors may account for this discrepancy. Socio-economic challenges, such as long working hours, lack of transportation, or parental illiteracy, often prevent parents especially in rural and marginalized areas from engaging effectively. Cultural perceptions about the role of the school and the teacher may also contribute, where parents believe education is solely the school's responsibility. During interviews, one principal remarked: "We have many parents who are willing to support their children, but they need to be empowered. If we trained them, encouraged them, and showed them small ways to help, we would see a big change in performance." This speaks to a readiness among many parents that remains untapped due to a lack of targeted support or clear communication from schools.

While many parents demonstrate a willingness to support their children's education, consistent academic monitoring remains low due to socio-economic barriers, limited awareness, and cultural perceptions. Empowering parents with simple, practical tools and

fostering inclusive communication between home and school are crucial steps toward unlocking this untapped potential and improving learner outcomes.

4.5 Parental Support on Study Habits on Students' Academic Performance

The study aimed to assess how parental support on study habits influence students' academic performance in public secondary schools in Kipkomo Sub-County, West Pokot County. Teachers and students were asked to indicate their opinions on a five-point scale, as shown in Table 4, which included the following options: Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA).

Table 4***Parental Provision of Learning Materials and Academic Performance***

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Teacher (N = 191)					
Students with adequate learning materials at home perform better academically.	3 (1.6%)	6 (3.1%)	20 (10.5%)	80 (41.9%)	82 (42.9%)
Lack of textbooks at home hinders students' ability to do homework effectively.	4 (2.1%)	7 (3.7%)	18 (9.4%)	78 (40.8%)	84 (44.0%)
Parental provision of revision materials (e.g., past papers, guides) boosts academic performance.	5 (2.6%)	8 (4.2%)	25 (13.1%)	75 (39.3%)	78 (40.8%)
Learners whose parents provide learning resources are more motivated in class.	4 (2.1%)	10 (5.2%)	22 (11.5%)	76 (39.8%)	79 (41.4%)
Most parents in my school community are unable to provide adequate learning materials.	5 (2.6%)	9 (4.7%)	30 (15.7%)	75 (39.3%)	72 (37.7%)
Students from families that provide learning tools (e.g., calculators, stationery) participate more actively in class.	3 (1.6%)	8 (4.2%)	18 (9.4%)	80 (41.9%)	82 (42.9%)
Academic performance is closely linked to the availability of home learning materials.	2 (1.0%)	5 (2.6%)	15 (7.9%)	90 (47.1%)	79 (41.4%)
The school compensates well for the lack of learning materials provided by some parents.	30 (15.7%)	40 (20.9%)	40 (20.9%)	50 (26.2%)	31 (16.2%)
Teachers often have to provide materials that should ideally come from home.	8 (4.2%)	10 (5.2%)	25 (13.1%)	85 (44.5%)	63 (33.0%)
I regularly notice a performance gap between students with and without home-provided learning resources.	3 (1.6%)	5 (2.6%)	20 (10.5%)	80 (41.9%)	83 (43.5%)
Students (N = 350)					
My parent(s)/guardian(s) buy the required textbooks for my studies.	40 (11.4%)	55 (15.7%)	60 (17.1%)	100 (28.6%)	95 (27.1%)
I am provided with exercise books and writing materials when I need them.	35 (10.0%)	50 (14.3%)	70 (20.0%)	110 (31.4%)	85 (24.3%)
My parent(s)/guardian(s) buy past examination papers or revision materials.	60 (17.1%)	70 (20.0%)	80 (22.9%)	90 (25.7%)	50 (14.3%)
I have access to a school bag and necessary stationery (e.g., pens, rulers).	25 (7.1%)	40 (11.4%)	50 (14.3%)	120 (34.3%)	115 (32%)
My parent(s)/guardian(s) provide access to learning resources like a dictionary or calculator.	55 (15.7%)	60 (17.1%)	70 (20.0%)	100 (28.6%)	65 (18.6%)
My parent(s)/guardian(s) ensure I have a suitable place and materials for study at home.	50 (14.3%)	55 (15.7%)	60 (17.1%)	110 (31.4%)	75 (21.4%)

Source: Field Data (2025)

The study findings from Table 4 confirm that teachers overwhelmingly recognize the role of parental provision of learning materials in enhancing academic performance. On the statement that students with adequate learning materials at home perform better academically, 84.8% of teachers (41.9% agreed and 42.9% strongly agreed). This high level of agreement

emphasizes the essential contribution of home-based academic resources. However, only 55.7% of students (28.6% agreed and 27.1% strongly agreed) said their parents provide the required textbooks. discrepancy between teacher perceptions and student experiences highlights an area of concern. During focus group discussions, several parents revealed that they are unable to buy required books due to economic hardships. One parent stated:

“We want our children to have all the textbooks, but it is not always possible. Sometimes we are told the books are available in school, but when the children come home, they say they were not given. I feel frustrated because I want to help, but we have to choose between buying food or books” (Parent 3, 29/8/2025).

Teachers also strongly supported the statement that lack of textbooks at home hinders students’ ability to do homework effectively, with 84.8% in agreement (40.8% agreed and 44.0% strongly agreed). Students validated this challenge: 28.5% of them (11.4% strongly disagreed and 17.1% disagreed) confirmed that their parents do not buy revision materials, and only 40.0% (25.7% agreed and 14.3% strongly agreed) said they received such support. These findings are consistent with research by Fan and Chen (2020), which notes that access to supplementary materials like past papers significantly improves student performance, especially in low-resource contexts.

The belief that parental provision of revision materials boosts academic performance was strongly supported by teachers, with 80.1% (39.3% agreeing and 40.8% strongly agreeing) affirming this view. Teachers, as classroom practitioners, observe firsthand how access to supplementary learning tools such as past examination papers, revision guides, and subject-specific workbooks enhances a student’s ability to grasp concepts, revise independently, and build academic confidence. These materials help bridge the gap between classroom instruction and home study, fostering continuity in learning and improving exam preparedness.

However, the students' perspective tells a different story. Only 40% of them (25.7% agreeing and 14.3% strongly agreeing) acknowledged receiving revision materials at home. A significant 20% disagreed and 17.1% strongly disagreed with the statement, indicating that a large segment of learners is under-equipped for independent study. This mismatch between teacher observation and student reality reveals a worrying disparity; while the importance of revision materials is well understood, many homes are unable to provide them. This shortfall may be attributed to various socio-economic constraints, including parental unemployment or low income, especially in rural or marginalized areas. Some parents may not understand the importance of these materials within the Competency-Based Education (CBE), or they may simply lack the resources to purchase them. During focus group discussions, one parent candidly admitted, "I know past papers help a lot, but we can barely afford the school uniform, let alone buying books that the teacher has not said are required." This reflects a prioritization of basic needs over supplementary academic tools. Supporting literature underscores these observations. According to Wambugu and Muthoni (2023), students in low-income settings often lack access to take-home academic materials, which negatively impacts their ability to complete assignments and prepare for assessments. Similarly, a report by UNESCO (2022) noted that educational inequality is exacerbated when families are unable to invest in learning resources, particularly in contexts where public provisioning is minimal or inconsistent.

In terms of learner motivation, 81.2% of teachers (39.8% agreed and 41.4% strongly agreed) indicated that students whose parents provide learning resources are more motivated in class. However, students shared a more moderate view: for example, only 53.2% agreed or strongly agreed that they were provided with basic writing materials when needed. A principal explained during interviews:

"The students who come to class with pens, rulers and books are ready. You can see the confidence in them. But there are others who always borrow, and they are usually

behind in assignments. When you ask why, it turns out the family couldn't afford even a pen that day" (Principal 10, 29/8/2025).

This vivid account from the principal highlights the tangible impact that access to basic learning materials has on student preparedness, confidence, and academic engagement. The contrast between learners who arrive equipped and those who come empty-handed not only reflects underlying economic disparities but also reveals how material deprivation can quietly erode a student's motivation and self-worth. When learners are repeatedly unable to participate fully due to lack of supplies, they may fall behind academically and disengage emotionally.

Teachers overwhelmingly agreed (41.9%) and 42.9% strongly agreeing that students from families that provide learning tools participate more actively in class. Students partly confirmed this, with 66.3% (34.3% agreed and 32% strongly agreed) saying they have access to stationery like bags and pens, though 18.5% disagreed or strongly disagreed. The link between material readiness and classroom engagement is reinforced by Castro et al. (2023), who found that learners with consistent access to learning tools exhibit higher participation and better grades.

Interestingly, when asked whether academic performance is closely linked to the availability of home learning materials, 88.5% of teachers agreed (47.1%) or strongly agreed (41.4%). This is the highest level of agreement, highlighting the direct link between resources and outcomes. However, students showed that access is uneven. For example, only 52.8% agreed or strongly agreed that they had a suitable place and materials for study at home, while 30.0% either disagreed or strongly disagreed. This striking contrast between teacher perceptions and student realities underscores a critical gap in the home learning environment. The 88.5% agreement among teachers that academic performance is strongly tied to the availability of home learning materials reflects their firsthand experience with students who are well-prepared versus those who consistently lag behind. Teachers often see a direct

correlation between access to textbooks, writing tools, and structured study environments and a student's ability to complete assignments, stay motivated, and perform well in class.

However, the students' responses paint a more complex picture. While just over half (52.8%) confirmed they had a suitable place and materials for study at home, nearly one-third (30.0%) reported they did not. This means a significant portion of learners face challenges such as overcrowded or noisy homes, lack of electricity, or the absence of basic materials like pens, paper, or textbooks. These conditions severely hinder effective learning outside the classroom. One parent during the focus group discussions shared:

“We live in a single-room house. When one child is trying to study, the others are playing, and the TV is on. There's just no space or silence for serious reading. Even switching off the TV isn't always possible with visitors around” (Parent 25, 27/8/2025).

Another parent had this to say:

“My son usually does his homework on the bed or on the floor because we don't have a table. Sometimes he stops to help with chores or care for his siblings. It's hard for him to concentrate in such a setting” (Parent 19, 28/8/2025).

Such testimonies emphasize that for many families, especially in rural or economically strained areas, the challenge is not just about providing materials, but also about creating an environment conducive to learning. During interviews, one principal further noted that:

“Many of our students come from homes where structured learning is nearly impossible. Some don't have desks, others don't have lighting, and in many cases, the environment is just too noisy or crowded. It's not about laziness, it's the circumstances. A child who studies with constant interruptions or in dim lighting cannot be expected to perform at the same level as one with a quiet room and proper resources” (Principal 4, 28/8/2025).

This observation underscores the critical role that the home environment plays in reinforcing school learning. While teachers do their best within the classroom, the gap widens when students return to homes that lack the basic conditions for effective study. This also explains why some learners fall behind despite being attentive in class; they simply cannot consolidate learning after school.

4.6 Parental Provision of Learning Materials on the Students' Academic Performance

The study aimed to assess how parental provision of learning materials influence academic performance in public secondary schools in Kipkomo Sub-County, West Pokot County. Teachers and students were asked to indicate their opinions on a five-point scale, as shown in Table 5, which included the following options: Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA).

Table 5***Parental Support on Study Habits and Academic Performance***

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Teachers (N=191)					
Most parents regularly follow up on their children's academic progress.	6 (3.1%)	10 (5.2%)	25 (13.1%)	80 (41.9%)	70 (36.6%)
Students with supportive parents tend to have better study habits.	2 (1.0%)	5 (2.6%)	15 (7.9%)	90 (47.1%)	79 (41.4%)
Parental encouragement motivates learners to complete assignments on time.	3 (1.6%)	6 (3.1%)	20 (10.5%)	85 (44.5%)	77 (40.3%)
Learners whose parents show interest in their education perform better.	2 (1.0%)	5 (2.6%)	18 (9.4%)	88 (46.1%)	78 (40.8%)
Lack of parental support leads to poor time management in students.	5 (2.6%)	7 (3.7%)	22 (11.5%)	85 (44.5%)	72 (37.7%)
Parents' involvement in setting study routines helps students focus.	4 (2.1%)	8 (4.2%)	20 (10.5%)	86 (45.0%)	73 (38.2%)
Most parents provide a conducive environment for studying at home.	8 (4.2%)	15 (7.9%)	35 (18.3%)	80 (41.9%)	53 (27.7%)
Students whose parents provide academic resources (e.g., books, internet) perform better.	3 (1.6%)	6 (3.1%)	18 (9.4%)	90 (47.1%)	74 (38.7%)
Teachers observe improved classroom participation from students with strong parental support.	2 (1.0%)	7 (3.7%)	20 (10.5%)	88 (46.1%)	74 (38.7%)
Parental involvement in school activities correlates with students' academic success.	3 (1.6%)	6 (3.1%)	19 (9.9%)	87 (45.5%)	76 (39.8%)
Students (N=350)					
My parent(s)/guardian(s) encourage me to have a regular study timetable.	35 (10.0%)	50 (14.3%)	60 (17.1%)	110 (31.4%)	95 (27.1%)
My parent(s)/guardian(s) remind me to study or revise at home.	40 (11.4%)	55 (15.7%)	65 (18.6%)	100 (28.6%)	90 (25.7%)
My parent(s)/guardian(s) limit distractions (TV, phone, etc.) during study time.	45 (12.9%)	60 (17.1%)	70 (20.0%)	90 (25.7%)	85 (24.3%)
My parent(s)/guardian(s) help me manage my time effectively for studies.	30 (8.6%)	50 (14.3%)	60 (17.1%)	110 (31.4%)	100 (28%)
My parent(s)/guardian(s) talk to me about setting academic goals.	25 (7.1%)	45 (12.9%)	70 (20.0%)	120 (34.3%)	90 (25.7%)
My parent(s)/guardian(s) praise or reward me when I perform well academically.	20 (5.7%)	30 (8.6%)	60 (17.1%)	130 (37.1%)	110 (31%)

Source: Field Data (2025)

The results from Table 5 clearly show that teachers overwhelmingly acknowledge the critical role of parental support in shaping students' academic habits. For example, 41.9% of teachers agreed and 36.6% strongly agreed that most parents regularly follow up on their children's academic progress. However, from the students' side, only 31.4% agreed and 27.1% strongly agreed that their parents encourage them to maintain regular study routines. This

discrepancy suggests a possible overestimation by teachers or a lack of consistent follow-through by parents. A parent from the focus group discussion explained, “We know it is important, but we don’t always get time to sit and ask about every test. Sometimes we assume the children will just tell us if something is wrong.” This aligns with findings by González-DeHass et al. (2023), who argue that parental engagement boosts student motivation and accountability, even when parents feel time-constrained.

When asked whether students with supportive parents tend to have better study habits, an overwhelming 88.5% of teachers (47.1% agreed and 41.4% strongly agreed) supported this view. Interviews with principals reinforced this. One noted, “When we call in parents who support their children, you can see it in the child’s behaviour. They are focused and take their work seriously.” These findings resonate with Fan and Chen (2020), whose research revealed a direct positive correlation between parental involvement and students’ intrinsic motivation and discipline.

In terms of assignment completion, 84.8% of teachers agreed (44.5%) and strongly agreed (40.3%) that parental encouragement plays a key role. However, student responses showed only 54.3% agreement (28.6% agreed and 25.7% strongly agreed). This disparity reflects common real-life limitations. As one parent noted, “There are days we remind them to read, but sometimes we are too busy or tired after work.” Epstein et al. (2019) support this by asserting that consistent encouragement even when practical help is minimal can significantly improve academic persistence and homework completion.

The belief that parental interest directly impacts student performance was strongly affirmed by 86.9% of teachers, with 46.1% agreeing and 40.8% strongly agreeing. This high level of consensus among educators indicates that teachers consistently observe a clear correlation between parental involvement and learner achievement. When parents express genuine interest in their child’s education by asking about their day, checking homework, or

attending school meetings the student often feels valued and motivated to perform well. This was reinforced during interviews with school principals. One principal shared:

“You can almost predict a learner’s performance by how involved their parent is. When a parent takes time to ask questions, attend school events, or even just encourage the child, that learner walks with confidence. They know someone is cheering them on” (Principal 9, 29/8/2025).

Another principal emphasized that children need to know their parents care about school. The principal continued to say that when they do, the children become responsible and strive to make their parents proud. Such involvement fosters a sense of accountability and emotional security in children. Studies like that of Gonzalez-DeHass et al. (2023) confirm that when parents demonstrate consistent interest, students develop stronger internal motivation, are more likely to set goals, and tend to adopt positive study habits. In contrast, lack of parental interest can result in diminished enthusiasm, lower self-esteem, and reduced effort in schoolwork.

Time management emerged as a particularly significant factor influencing academic performance, as indicated by the responses of both teachers and students. A combined 82.2% of teachers (44.5% agreed and 37.7% strongly agreed) stated that poor time management among learners is often linked to low parental involvement. This underscores the importance of parental guidance in helping children structure their daily routines, balance chores and study, and prioritize school responsibilities. Interestingly, 59.4% of students (31.4% agreed and 28.0% strongly agreed) reported that they do receive help from their parents or guardians in managing study time. However, this leaves a substantial portion, over 40%, who either did not receive such support or were unsure. This discrepancy suggests that while many parents attempt to help, the quality or consistency of that support may vary greatly. During focus group discussions, the challenges faced by families in marginalized contexts were candidly expressed.

One parent explained, “Our homes are small, and there’s always noise or chores. Even when we want to help, it’s hard to create that quiet space.” This highlights the reality that parental support is not solely a matter of willingness, but also of environmental and economic feasibility. Nakamura (2024) emphasizes that spatial constraints such as lack of dedicated study areas and socio-economic limitations often prevent even motivated parents from providing the necessary structure and environment. Many live in single-room dwellings shared by multiple family members, where distractions are constant and study space is a luxury.

The role of structured study routines in enhancing academic performance received strong endorsement from teachers, with a significant 83.2% (45.0% agreed and 38.2% strongly agreed) affirming that students who follow regular routines are more focused and disciplined in their academic work. These findings underscore the importance teachers place on home-based structure in shaping learners’ habits and mental readiness for learning. However, a contrast emerged in the students’ responses with only 58.5% of them reported receiving support from their parents or guardians in establishing study routines. This suggests a gap between the ideal and the actual support learners receive at home, possibly due to varying household dynamics, economic pressures, or lack of awareness on the part of parents regarding how to create and sustain effective routines. Mih (2013) supports this observation by asserting that structured learning environments at home are instrumental in nurturing learners’ task-oriented behavior and attention control. According to Mih’s research, when children grow up with predictable schedules and consistent expectations, they develop the self-regulation skills necessary for academic success. Such skills include the ability to concentrate for extended periods, resist distractions, and plan work in advance; core competencies needed in every educational setting.

When it comes to provision of academic materials, 85.8% of teachers (47.1% agreed and 38.7% strongly agreed) affirmed a positive impact. Yet, only 68.1% of students (37.1%

agreed and 31.0% strongly agreed) said they receive learning materials, praise or rewards when they perform well in school. Some students mentioned that even excellent performance often goes unrecognized. Research by González-DeHass et al. (2023) shows that recognition, no matter how small, contributes to students' academic resilience. The (85.8%) of teachers believed strong parental support boosts classroom participation. A principal during the interview remarked that students who receive strong parental support are confident and ask questions. They don't fear being wrong because they know they're supported by their parents. Fan and Chen (2020) confirm that such environments promote cognitive confidence and risk-taking in learning.

The final item in Table 5 further emphasizes the crucial role of parental involvement in school activities in fostering academic success. A remarkable 85.3% of teachers (45.5% agreed and 39.8% strongly agreed) confirmed that when parents participate in school-related functions such as meetings, academic days, or volunteering; there is a noticeable improvement in students' performance. This strong consensus reflects teachers' on-the-ground experiences with learners who benefit from engaged and visible parental figures in their educational environment.

However, the students' responses and qualitative findings paint a more complex picture. Many learners appeared unaware of their parents' participation in school events. This disconnect is captured in a statement from a parent during a focus group discussion, "I attend meetings when I can, but my child doesn't always know. We never talk about it because I come late or tired." This honest admission reveals a communication gap between home and school, where parental presence may occur, but its impact is diminished if it is not shared, reinforced, or discussed with the child. This scenario echoes the findings of Epstein (2019), who stressed that effective parental involvement must be two-way and inclusive of the learner. It is not enough for parents to show up physically at school events; their participation needs to be

communicated and interpreted meaningfully by the child. Children who are made aware that their parents are actively involved tend to feel valued, supported, and more motivated to perform well in school.

Furthermore, this situation underscores the importance of schools fostering stronger home-school communication channels. If parents attend events but fail to discuss them with their children, or if children feel detached from the school-family partnership, the motivational benefits of parental involvement are lost. For involvement to translate into performance, it must be visible, intentional, and made relevant to the learner's daily academic experience.

4.7 Parental Creation of Structured Environment on the Students' Academic Performance

The study aimed to assess how parental creation of structured environment influence students' academic performance in public secondary schools in Kipkomo Sub-County, West Pokot County. Teachers and students were asked to indicate their opinions on a five-point scale, as shown in Table 6, which included the following options: Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA).

Table 6***Parental Creation of Structured Environment and Learners' Academic Performance***

Statement Teachers (N=191)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Parents who establish regular homework routines at home positively influence learners' academic performance.	2 (1.0%)	5 (2.6%)	18 (9.4%)	85 (44.5%)	81 (42.4%)
Consistent parental enforcement of household rules helps learners develop discipline in their studies.	3 (1.6%)	6 (3.1%)	15 (7.9%)	84 (44.0%)	83 (43.5%)
Learners perform better when parents create a quiet and organized study space at home.	2 (1.0%)	7 (3.7%)	20 (10.5%)	80 (41.9%)	82 (42.9%)
Parental regulation of screen time contributes to better academic outcomes for learners.	4 (2.1%)	8 (4.2%)	22 (11.5%)	78 (40.8%)	79 (41.4%)
Learners from homes with daily schedules tend to be more focused and responsible in their schoolwork.	5 (2.6%)	9 (4.7%)	20 (10.5%)	80 (41.9%)	77 (40.3%)
A structured home environment leads to better time management skills in learners.	2 (1.0%)	6 (3.1%)	18 (9.4%)	83 (43.5%)	82 (42.9%)
Teachers notice improved classroom behavior from learners who come from well-structured home environments.	3 (1.6%)	8 (4.2%)	22 (11.5%)	79 (41.4%)	79 (41.4%)
Academic achievement improves when parents provide clear expectations for school performance.	3 (1.6%)	7 (3.7%)	20 (10.5%)	81 (42.4%)	80 (41.9%)
A lack of parental structure at home negatively affects learners' ability to complete assignments on time.	4 (2.1%)	6 (3.1%)	19 (9.9%)	82 (42.9%)	80 (41.9%)
Parental consistency in routines (e.g., bedtime, study time) enhances learners' academic engagement.	3 (1.6%)	5 (2.6%)	17 (8.9%)	84 (44.0%)	82 (42.9%)
Students (N=350)					
My parent(s)/guardian(s) provide a quiet and well-lit place for me to study.	40 (11.4%)	50 (14.3%)	60 (17.1%)	110 (31.4%)	90 (25.7%)
There is a regular daily routine at home that supports my study and homework time.	45 (12.9%)	55 (15.7%)	50 (14.3%)	115 (32.9%)	85 (24.3%)
My parent(s)/guardian(s) set clear expectations about when and how I should study at home.	50 (14.3%)	45 (12.9%)	55 (15.7%)	120 (34.3%)	80 (22.9%)
My parent(s)/guardian(s) ensure that home chores do not interfere with my study time.	42 (12.0%)	52 (14.9%)	58 (16.6%)	110 (31.4%)	88 (25.1%)
My parent(s)/guardian(s) limit social visits or outings when I need to focus on schoolwork.	38 (10.9%)	48 (13.7%)	60 (17.1%)	115 (32.9%)	89 (25.4%)
My home environment helps me stay organized with my school materials and assignments.	36 (10.3%)	50 (14.3%)	58 (16.6%)	110 (31.4%)	96 (27.4%)

Source: Field Data (2025)

The findings in Table 6 strongly highlight the vital role that structured home environments play in shaping learners' academic performance, as perceived by both teachers and students. A remarkable 86.9% of teachers (44.5% agreed and 42.4% strongly agreed) stated that parents who establish regular homework routines positively influence learners' academic outcomes. This finding reinforces existing literature such as that by González-DeHass et al. (2023), which asserts that when parents engage in consistent academic routines, learners display improved homework completion rates and academic discipline. However, only 57.1% of students (32.4% agreed and 25.7% strongly agreed) affirmed that they have a quiet and well-lit place to study, pointing to possible socio-economic challenges that affect the creation of such ideal environments at home.

Consistent parental enforcement of household rules was also considered a strong contributor to learners' discipline, with 87.5% of teachers (44% agreed and 43.5% strongly agreed) affirming this. One principal emphasized during interviews, "It's not about being strict, it's about being consistent. The students who follow rules at home are the same ones who follow school routines." Students partially confirmed this notion, with 58.6% (31.4% agreed and 25.1% strongly agreed) that their parents prevent chores or visits from interfering with study time. This suggests that although students do experience structured environments to some extent, full alignment between school and home expectations is still a work in progress.

Teachers also attributed academic improvement to a quiet and organized home study space, with 84.8% of teachers (41.9% agreed and 42.9% strongly agreed) with the statement. In support of this, a parent remarked during focus group discussions, "We live in a small house, but we've made a corner where our son does his homework. We all try to keep it quiet at that time."

Another parent noted that:

“Our house is very small and busy, but we’ve agreed as a family that from 7 to 8 p.m., the TV goes off. That one hour is for reading only. It’s not perfect, but at least it gives some discipline” (Parent 20, 27/8/2025).

Yet another parent had this to say:

“I don’t have a separate room for studying, but I’ve set up a small table in the corner. When my daughter sits there, everyone knows not to disturb her. Even the younger siblings have learned to play quietly or go outside during that time” (Parent 16 27/8/2025).

These statements highlight the willingness of parents to create a supportive environment, even under limited conditions, demonstrating that structure and discipline are possible with cooperation and commitment. Students echoed this with majority of them (31.4%) agreeing that they have a suitable study environment. This qualitative feedback aligns with Fan and Chen (2020), who emphasize that space dedicated to learning boosts concentration and performance.

Regulation of screen time was another key theme, with 82.2% of teachers (40.8% agreed and 41.1% strongly agreed) affirming its contribution to academic success. This is corroborated by 32.9% and 25.4% of students who agreed and strongly agreed respectively that their parents limit distractions. During focus group discussion, one parent further supported these findings when he explained that, “When it’s homework time, no phone or TV. They know it’s serious time.” These actions, though basic, are critical in shaping learners' attention span and academic focus, as argued by Epstein et al. (2019).

The presence of daily schedules at home was also positively rated, with 82.2% of teachers (41.9% agreed and 40.3% strongly agreed) that it leads to improved student

responsibility. Students confirmed this with the majority (32.9%) strongly agreeing that they have a regular daily routine for study. Such routines contribute to time awareness and task commitment. This aligns with research from *Frontiers in Psychology* (2024), which showed that structured home routines significantly improve adolescents' academic engagement and executive functioning.

Moreover, 86.4% of teachers (43.5% agreed and 42.9% strongly agreed) that structured home environments enhance time management. During the interview with the principals, one principal observed, "Students from routine-oriented homes are usually punctual and better at submitting assignments on time." This aligns with 58.8% of students reporting their home environments help them stay organized with assignments. Clearly, where structure is lacking, students struggle with deadlines and planning.

Classroom behavior was also observed to improve with home structure by 82.8% of teachers (41.4% agreed, 41.4% strongly agreed). This significant level of consensus reflects educators' real-life experience with learners and underscores how parental influence reaches beyond academic tasks into behavioral domains. Principals interviewed for the study also strongly supported this finding. One principal noted, "You can almost always tell the difference. The students who come from homes with routines-those where rules are followed and responsibilities are shared tend to listen more, participate actively in class, and rarely cause discipline issues." This statement suggests that the benefits of structure at home ripple into the classroom, leading to better concentration, cooperation, and emotional regulation in learners. These observations are well-supported by Mih (2013), who emphasized that consistency in household expectations and routines helps develop children's self-regulation skills. Students from well-structured homes are more likely to follow instructions, delay gratification, and remain focused during lessons.

Furthermore, such home-based discipline prepares learners to navigate the school's structured environment more effectively. Teachers can focus more on instruction rather than behavior management, and students can engage meaningfully with their studies. As classroom participation improves, academic outcomes naturally follow, reinforcing the vital connection between home discipline and school performance.

On the issue of parental expectations, 84.3% of teachers (42.4% agreed and 41.9% strongly agreed) affirmed that clear guidance at home leads to better academic outcomes. In student responses, 57.2% agreed their parents set expectations about study time. These findings are echoed by González-DeHass et al. (2023), who found that student motivation rises when academic goals are clearly communicated and reinforced at home. Still, 42.8% of students were either neutral or disagreed, pointing to a gap that schools could help bridge through parent education programs.

Regarding timely assignment completion, 84.8% of teachers (42.9% agreed and 41.9% strongly agreed) observed that lack of parental structure negatively affects performance. A parent during focus group discussions said, "We don't have any schedule, and my daughter keeps forgetting to do her homework. Once we start a routine, things change." This aligns with students' perception that chores or distractions sometimes interfere with study time unless managed actively.

Finally, 86.9% of teachers (44% agreed and 42.9% strongly agreed) and 32.9% of students agreed that consistent routines like bedtime and study schedules enhance learners' engagement with schoolwork. These practices serve not only to organize time but to communicate the importance of academic responsibilities. Research supports this, showing that students with predictable routines develop better concentration and reduced anxiety around school tasks (Nakamura, 2024). Both quantitative and qualitative findings underscore the

essential role of structured environments in supporting students' academic success. While many parents are making efforts, significant room remains for improvement, particularly in socio-economically challenged households where space, time, and awareness may be limited.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter comprehensively summarises the research findings on the influence of parental involvement on students' academic performance in public secondary schools in Kipkomo Sub-County, West Pokot County. This chapter synthesizes the key findings from the study, draws conclusions based on the data collected as per the research questions, and offers recommendations for practice and further research.

5.2 Summary of the Study Findings

The study aimed to assess the influence of parental involvement on students' academic performance in public secondary schools in Kipkomo Sub-County, West Pokot County. The summary of the study findings is presented based on the four research questions that guided the study.

5.2.1 Parental Monitoring of Learners' Progress on Academic Performance

The findings of this study reveal a significant gap between the perceptions of teachers and the lived realities of students and parents regarding parental monitoring and involvement in education. Teachers overwhelmingly recognize and affirm the positive impact of parental engagement on learners' academic performance. For instance, more than 80% of teachers consistently linked parental involvement whether through monitoring academic progress, supervising homework, or attending school functions with improved learner outcomes. They observe that students whose parents actively engage in their schooling demonstrate greater motivation, confidence, and academic discipline.

However, the student responses reveal a stark contrast. Only a small fraction (between 11.7% and 14.6%) confirmed experiencing such involvement at home. This discrepancy points

to a serious mismatch between educators' expectations and the actual level of parental participation. Focus group discussions and interviews shed light on the reasons behind this gap: socio-economic hardship, parental illiteracy, long working hours, emotional fatigue, and a perceived cultural or linguistic disconnect with school environments. Parents expressed a desire to be involved but often felt helpless, excluded, or unqualified to support their children especially when dealing with a curriculum they do not understand or in school meetings where language and pace exclude them.

5.2.2 Parental Support on Study Habits on Students' Academic Performance

The study findings clearly indicate that teachers overwhelmingly acknowledge the vital role of parental provision of learning materials in supporting learners' academic success. A significant majority (84.8%) of teachers affirmed that students who have access to learning materials at home, such as textbooks and revision guides, perform better academically. Similarly, 88.5% of teachers strongly linked academic performance to the availability of home learning resources, reflecting their day-to-day observations of disparities in student performance based on resource availability. Teachers also emphasized that learners with adequate materials participate more actively in class, complete assignments on time, and demonstrate higher motivation.

However, the students' responses reveal a sobering reality. Less than 60% confirmed receiving textbooks, and only 40% said they had access to revision materials at home. Many students also reported lacking even basic stationery, and nearly a third admitted that they did not have a suitable place to study. These gaps are echoed in parental testimonies gathered through focus group discussions. Many parents cited financial hardship, lack of space, and unfamiliarity with modern education requirements as barriers to supporting their children's learning. Several spoke of the tension between meeting basic needs like food and clothing versus purchasing academic materials. Others described home environments as crowded,

noisy, and poorly equipped that hinder children's ability to concentrate and complete schoolwork.

The findings reveal a significant disparity between teacher expectations and the material reality faced by many learners. While teachers understand the importance of home-based academic resources, many families are constrained by poverty, lack of awareness, or inadequate living conditions. These limitations directly affect a learner's preparedness, confidence, engagement, and overall performance. Moreover, the study shows that academic inequality is not merely about what happens in the classroom but is deeply rooted in what is available or lacking at home.

5.2.3 Parental Provision of Learning Materials on the Students' Academic Performance

The findings of this study reveal a consistent pattern: teachers strongly recognize and affirm the positive influence of parental support on learners' academic behavior, motivation, and discipline. Teachers overwhelmingly agreed that students with engaged parents are more likely to have regular study routines, complete assignments on time, manage their study schedules effectively, and participate confidently in class. For instance, 88.5% of teachers affirmed that students with supportive parents tend to develop better study habits, while 86.9% linked parental interest directly with improved academic performance. Teachers also emphasized that such learners demonstrate higher levels of responsibility, confidence, and goal orientation.

However, students' responses show a less optimistic reality. Only around half of the students confirmed receiving consistent support in the form of study routine guidance, time management help, or academic encouragement. While many parents may attend school events or express concern about their children's education, these actions are not always felt or recognized by the students themselves. Focus group discussions with parents shed light on this

discrepancy, revealing the challenges they face including fatigue, space constraints, and communication barriers. Some parents, despite attending meetings or showing interest, rarely discuss these efforts with their children due to time constraints or a lack of confidence.

Additionally, the study highlights how environmental factors such as overcrowded homes, noise, and competing domestic responsibilities limit even well-intentioned parents from creating structured learning routines. Principals interviewed further confirmed that learners from supportive homes display greater motivation, discipline, and academic persistence benefits not always observable in students from less-involved households.

5.2.4 Parental Creation of Structured Environment on the Students' Academic Performance

The study findings strongly affirm the positive influence of structured home environments on learners' academic performance, as recognized by both teachers and students. A vast majority of teachers (over 80% across most items) consistently reported that routines such as regular study times, screen-time limits, daily schedules, and a quiet space for learning significantly enhance students' discipline, time management, and classroom behavior. These structured habits were perceived to ripple into the school setting; improving assignment completion, punctuality, participation, and emotional regulation.

Students' responses, while generally supportive, revealed a less consistent reality. Only about 57% confirmed having dedicated study spaces or clear parental expectations around study time. While many parents expressed a strong desire to support their children's academic discipline, focus group discussions highlighted that socio-economic factors such as small living spaces, lack of electricity, noisy environments, and time constraints limit their capacity to enforce consistent routines.

Nonetheless, qualitative data from both parents and principals revealed creative efforts to maintain structure despite constraints. Some families implemented “reading hours,” turned off distractions, or designated corners of shared rooms for study. These findings underscore that even modest efforts at home organization can make a meaningful difference. The alignment between teacher observations and student experiences, although not complete, points to the untapped potential of reinforcing academic habits through routine and consistency at home.

5.3 Conclusions of the Study

The study made the following conclusions based on the research findings:

The first research question sought to establish how parental monitoring of learners’ progress influences the academic performance. This study paints a nuanced but concerning picture: while educators strongly affirm the value of parental monitoring, and many parents express a desire to be more involved, there remains a significant disconnect between intention and action. Socio-economic pressures, lack of awareness, cultural norms, and structural barriers all contribute to low levels of parental engagement. Despite this, there exists a strong, untapped potential within the parent community. With proper support and inclusive strategies from schools, parents can become more confident, consistent, and capable partners in the academic development of their children.

The success of learners cannot rest solely on schools; it requires the synergy of home and school environments. When parents feel welcomed, informed, and equipped, they are more likely to engage. And when they do, students benefit not only academically but also emotionally and psychologically. Thus, improving learner performance in under-resourced areas is not merely a matter of improving school infrastructure or teacher quality, but also about nurturing the hidden resource of parental involvement.

Regarding the role of parental provision of learning materials in enhancing academic performance, this study confirms a critical truth: academic success does not depend solely on classroom instruction, but also on the learning environment and resources available at home. While teachers strongly affirm the positive impact of parental provision of textbooks, revision guides, and stationery, many students report not having access to these essential tools.

The mismatch between the educational expectations of teachers and the lived experiences of learners' points to a structural challenge that cannot be resolved by individual families alone. Economic hardship, limited parental education, and inadequate support systems continue to widen the learning gap, making it harder for students in disadvantaged settings to compete on equal footing with their peers. Therefore, improving learner outcomes requires not only better teaching but also targeted support for families both materially and structurally. Schools and policymakers must work together to ensure that every child, regardless of background, has the tools, space, and encouragement needed to succeed academically.

Concerning parental support on study habits on learners' academic performance, the study confirms that parental support is a vital force in cultivating strong academic habits, motivation, and self-discipline among learners. Teachers and school leaders consistently observe a direct link between parental involvement through encouragement, time management support, and participation in school life and improved learner outcomes. However, the disconnect between parent intentions and student experiences reveals a critical challenge. Many parents, despite their willingness to help, face obstacles such as limited time, economic hardship, lack of awareness, or poor communication with their children. These factors hinder the full realization of the potential benefits of parental support.

Moreover, while schools assume parental involvement occurs and benefits learners, the lack of visibility and clarity for students often reduces its impact. Children must not only be

supported but must also feel and understand that support. Therefore, enhancing parental impact requires more than encouraging attendance at school events or urging parents to check homework it requires building intentional, visible, and learner-centered interactions between home and school. Without this alignment, the motivational and behavioral gains associated with parental support will remain partial or ineffective, especially in low-resource settings where parental challenges are more acute.

Regarding parental creation of structured environment and learners' academic performance, this study confirms that a structured home environment is a cornerstone of academic success. When parents set clear expectations, enforce daily routines, and limit distractions, learners develop stronger habits of discipline, time management, and focus. These skills not only improve academic performance but also enhance classroom behavior and emotional regulation. Teachers and principals overwhelmingly agree that the ripple effects of home structure extend far beyond homework; they shape the learner's readiness to engage, cooperate, and succeed in school.

However, student responses and qualitative data reveal that such structure is not universally accessible. Many families, especially in marginalized contexts, face genuine barriers in creating ideal study environments. Crowded living conditions, lack of awareness, and economic stress often prevent parents from maintaining consistency in academic routines. Despite this, the study reveals that even small, consistent efforts like turning off distractions during study time or setting simple schedules can yield significant academic benefits. Therefore, promoting structured home environments must be both practical and inclusive, tailored to the realities of diverse households.

5.4 Recommendations for the Study

This study, based on the findings, made several recommendations including recommendations for policy, recommendations for practice and the recommendations for further research.

5.4.1 Recommendations for Policy

Education policymakers should formally incorporate structured parent empowerment programs within the national framework for basic education. These programs should be tailored to equip parents especially those in rural or low-literacy contexts with the necessary knowledge and tools to support their children's academic development. Such initiatives could include simplified orientation manuals, community-based learning hubs, and mobile outreach units that bridge the gap between home and school. By institutionalizing parental engagement as a policy priority, governments can ensure that all schools, regardless of location or socio-economic context, adopt inclusive and culturally sensitive strategies that foster parental participation. This will address the systemic barriers identified in the study, such as socio-economic challenges and parental illiteracy, thereby promoting equity in learner outcomes.

In response to the significant disparities highlighted in the study, educational policymakers should design and implement a targeted support program that ensures essential learning materials such as textbooks, revision guides, and stationery reach students from low-income families. This can be done through school-based subsidies, textbook loan schemes, or partnerships with NGOs and local government units. The program should prioritize children in economically disadvantaged settings where parents are unable to provide the necessary resources due to structural poverty. By integrating this initiative into national education policy, governments would address not only material deprivation but also the deep inequalities that affect learner engagement and performance. Supporting learning beyond the classroom must

be treated as a systemic need, not an optional aid, especially in the context of Competency-Based Education (CBE) where self-directed study is essential.

The Ministry of Education, through its basic education framework, should formally introduce community-based training modules that promote structured parenting for learning. These modules should be embedded into adult education programs or parenting outreach services, equipping parents with culturally and economically appropriate strategies for establishing daily routines, managing distractions, and creating a conducive study environment using available resources. Focus should be placed on practical, low-cost approaches that even low-income families can adopt such as setting regular reading times, limiting screen use during homework, and sharing expectations with children. Policy integration would ensure nationwide awareness, particularly in underserved areas, and position home structure as a key pillar of educational equity.

5.4.2 Recommendations for Practice

At the school level, administrators should create a parent liaison role preferably a trained volunteer from the local community tasked with maintaining regular, culturally respectful, and language-appropriate communication between the school and families. This liaison can assist in organizing flexible meetings, sending academic updates via SMS or phone calls, and guiding parents on how to support homework and monitor progress, even with limited education. The liaison system personalizes the school's outreach, builds trust with hesitant parents, and reduces the intimidation factor many experiences during formal engagements. As the study highlighted, even minimal, consistent parental involvement can have a profound impact on a child's motivation and performance; a liaison system can help unlock this potential in a practical, sustainable way.

At the school or community level, a practical and impactful response to poor home learning conditions is the creation of structured learning spaces such as “Learning Corners” or “Homework Clubs” within school premises or accessible community centres. These spaces should be equipped with basic learning tools, tables, lighting, and supervision from teachers or trained volunteers, particularly after school hours. For students who live in overcrowded or noisy homes without proper desks or materials, these hubs can provide a quiet, resource-rich environment for focused study. Such initiatives not only improve academic preparedness but also foster a culture of learning, peer support, and positive reinforcement. By directly addressing the environmental barriers students face at home, schools can extend their educational impact into the after-school hours in a practical and inclusive way.

Schools should initiate practical campaigns that promote family involvement in setting and maintaining home study routines. These can include parent-student agreements, visual home timetables, recognition for consistent routines, and shared family reading hours. Schools can distribute simple tools like laminated daily planners or stickers for completed homework sessions. Additionally, teachers and school leaders can hold periodic parent forums especially in local languages to share testimonies and best practices for creating structure at home, even in modest living conditions. By encouraging low-cost, high-impact behavioural changes, schools can help bridge the gap between home and classroom, reinforcing the development of positive academic habits in every learner.

5.4.3 Recommendations for Further Research

Based on the findings of this study, several areas warrant further investigation to deepen the understanding of how parental involvement and home environments influence learners’ academic performance. First, future research could explore the impact of parental literacy levels on academic support practices. While this study noted that many parents face challenges in assisting their children academically, it did not specifically examine how parents’ own

educational background influences their ability to provide guidance. Investigating this relationship could shed light on how to tailor parental training or communication to different literacy levels.

Secondly, there is a need for comparative research across socio-economic backgrounds to determine how family income and access to resources shape the type and effectiveness of home-based academic support. A study that compares learners from different economic strata could help identify which aspects of support are most affected by financial constraints and how interventions can be made more equitable.

Additionally, future research could assess the effectiveness of school-based interventions aimed at enhancing parental involvement. While this study revealed gaps in parental support, it did not measure the impact of specific strategies such as school-organized parent workshops, SMS updates, or homework tracking systems. Evaluating the success of such programs could inform best practices for schools working in low-resource settings.

Finally, another critical area for future inquiry is how learners perceive parental involvement. This study uncovered a discrepancy between parents' reported efforts and students' awareness or recognition of those efforts. Understanding what kinds of parental actions students find most supportive or motivating could help parents focus their energy on the most impactful forms of involvement.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

TANGAZA UNIVERSITY

NAIROBI,

KENYA

Tel: 0725820142

Dear Participant,

RE: COLLECTION OF SURVEY DATA

I am a student at Tangaza University, pursuing a master's degree in educational Leadership and Administration. I am conducting a research aiming at investigating the Influence of Parental Involvement on Student's Academic Performance in Public Secondary Schools in West Pokot County Kipkomo Sub-County, Kenya. I Kindly request you to respond to the research instrument. The purpose of the instrument is to help in collection of the data required for this study. The information will be treated with the utmost confidentiality and will only be used for this study. Kindly assist by filling the questionnaire by providing true information.

Your faithfully

Mary Kanyi

APPENDIX II: INFORMATION CONSENT FORM FOR PARTICIPANTS

This study aims to investigate the Influence of Parental Involvement on Student's Academic Performance in Public Secondary Schools in West Pokot County Kipkomo Sub-County, Kenya. It is partial fulfilment of the requirement of a master's degree in education leadership and administration at Tangaza University.

Benefit of taking part in the study

By participating in this study, you will help me collect data on the role of parental involvement on student's academic performance in public secondary school. The success of this study finding will benefit West Pokot county in realizing the important of education. Your participation on this study will not lead to any monetary benefits.

Cost or Payment Involved

You will not incur any cost by participating in this study. Participating is free and voluntary and you can pull out any time you wish.

Sharing of study Results

This study is not meant to test your competency in your work. The findings of this study are intended to bridge a gap in literature and also add to the body of knowledge on role of parental involvement on student's academic performance. Therefore, the results of this research will not be given to individual participants but will be published and will be available in the journal after publication.

Right of Participants

You have a right to call the researcher for any clarification or any concerns related to the filling the questionnaire.

Contact person

If you have any questions or matter regarding the study, please contact researcher using this number below.

Mary Kanyi -0725820142

Consent and Signature

I accept to participate in the study under the conditions described

Signature-----

APPENDIX III: ASSENT FORM

Dear Parents/Guardians,

RE: REQUEST FOR ASSENT - PARTICIPATION IN RESEARCH STUDY

I am Sr. Mary W. Kanyi, a Masters student at Tangaza University. I am writing to seek your permission for your child to participate in a research study titled **“INFLUENCE OF PARENTAL INVOLVEMENT ON STUDENT’S ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN WEST POKOT COUNTY KIPKOMO SUB-COUNTY, KENYA”**. Your child’s participation in this study will greatly contribute to our understanding of this important issue and may help inform strategies to support students facing similar challenges. As minors, I understand that your child may not be able to make an informed decision regarding participation in this research study. Therefore, I am seeking your assent as parents/guardians to allow your child to take part. Participation in this study is voluntary, and your child may withdraw at any time without consequence. Be assured that all information provided will be kept confidential, and the findings will be used for academic purposes only. I kindly request that you review the attached information sheet, which provides more details about the study. If you agree to allow your child to participate, please sign the attached assent form and ensure that your child returns this form to the school where it will be picked at your earliest convenience. If you have any questions or concerns, please do not hesitate to contact the researcher at 0725820142. Thank you for considering this request and your support is appreciated in advancing our understanding of this important topic.

Name of the students

Date

Parent’s signature

Date

APPEDIX IV: TEACHERS' QUESTIONNAIRE

Introduction

You are requested to take a few minutes and respond to this questionnaire as honestly as possible. There are five sections; A, B, C, D and E. Respond to question in all the sections by putting a tick (✓) in the appropriate space. Remember, no answer is necessary correct or wrong. Therefore, feel free to give answers you consider appropriate. The information obtained will be treated with confidence and will not be used for other purposes other than this research. You need not to write your name.

SECTION A: DEMOGRAPHIC INFORMATION

1. What is your gender?

Male

Female

2. To what age group do you belong?

25 years and below

26-30

31-40

41-50

Above 51

3. What is your highest professional qualification?

Diploma

Bachelor's degree

Master

PhD

4. Indicate your years of teaching experience

Less than 5 years

5-10 years

11-15 years

16 years and above

SECTION B: Parental Monitoring of Learners' Progress on Academic Performance

Instructions: Please indicate the extent to which you agree or disagree with the following statements regarding parental monitoring of students' academic progress. Tick (✓) the most appropriate response for each item.

Key: 1=Strongly Disagree, 2=Disagree, 3=Not Sure 4= Agree, 5=Strongly Agree

	Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1	Students whose parents regularly check their academic progress perform better in school.					
2	Parental monitoring helps identify academic challenges early.					
3	Learners are more disciplined when parents monitor their schoolwork.					
4	There is a noticeable difference in performance between students whose parents are involved and those who are not.					
5	Parents who frequently communicate with teachers positively impact learner performance.					
6	Lack of parental follow-up negatively affects students' academic achievement.					
7	Regular parental feedback on learners' progress increases student motivation.					
8	When parents supervise homework, learners perform better in class tests.					
9	Parents' presence in school meetings and events correlates with better student outcomes.					
10	Most parents in this school monitor their children's academic progress consistently.					

Open-ended Questions

In your experience as a teacher, how does parental monitoring (e.g., checking homework, attending school meetings, following up on student progress) impact students' academic performance? Please explain with examples if possible

.....

What challenges do you observe among students who lack adequate parental monitoring, and how do these challenges affect their academic outcomes?

.....

SECTION C: Parental Provision of Learning Materials on Learners' Academic Performance

Instructions: Please indicate the extent to which you agree or disagree with each of the following statements regarding the role of parental provision of learning materials in influencing students' academic performance. Tick (✓) the most appropriate response for each item.

Key: 1=Strongly Disagree, 2=Disagree, 3=Not Sure 4= Agree, 5=Strongly Agree

	Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1	Students with adequate learning materials at home perform better academically.					
2	Lack of textbooks at home hinders students' ability to do homework effectively.					
3	Parental provision of revision materials (e.g., past papers, guides) boosts academic performance.					
4	Learners whose parents provide learning resources are more motivated in class.					
5	Most parents in my school community are unable to provide adequate learning materials.					

	Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
6	Students from families that provide learning tools (e.g., calculators, stationery) participate more actively in class.					
7	Academic performance is closely linked to the availability of home learning materials.					
8	The school compensates well for the lack of learning materials provided by some parents.					
9	Teachers often have to provide materials that should ideally come from home.					
10	I regularly notice a performance gap between students with and without home-provided learning resources.					

Open-ended Questions

In your experience as a teacher, how does the availability or lack of learning resources (such as textbooks, stationery, internet access, and reference materials) affect students’ academic performance?

.....

What specific types of learning resources do you believe have the most significant impact on students’ academic success, and why?

.....

Section D: Parental Support on Study Habits and Academic Performance

Instructions: Please indicate the extent to which you agree or disagree with the following statements regarding parental support and how it influences students' study habits and academic performance. Tick (✓) the option that best represents your opinion for each statement.

Key: 1=Strongly Disagree, 2=Disagree, 3=Not Sure 4= Agree, 5=Strongly Agree

Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1. Most parents regularly follow up on their children's academic progress.					
2. Students with supportive parents tend to have better study habits.					
3. Parental encouragement motivates learners to complete assignments on time.					
4. Learners whose parents show interest in their education perform better.					
5. Lack of parental support leads to poor time management in students.					
6. Parents' involvement in setting study routines helps students focus.					
7. Most parents provide a conducive environment for studying at home.					
8. Students whose parents provide academic resources (e.g., books, internet) perform better.					
9. Teachers observe improved classroom participation from students with strong parental support.					
10. Parental involvement in school activities correlates with students' academic success.					

Open-ended Questions

In your experience, how does parental support for students' study habits (e.g., encouraging revision, helping with homework, setting aside study time) impact their academic performance?

.....

What specific forms of parental involvement in students' study routines have you observed to be most effective in promoting academic success?

.....

Section E: Parental Creation of Structured Environment on Learners' Academic Performance

Instructions: Please indicate the extent to which you agree or disagree with the following statements regarding the influence of parental creation of a structured environment on the academic performance of learners. Tick (✓) the number that best represents your opinion.

Key: 1=Strongly Disagree, 2=Disagree, 3=Not Sure 4= Agree, 5=Strongly Agree

	Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1	Parents who establish regular homework routines at home positively influence learners' academic performance.					
2	Consistent parental enforcement of household rules helps learners develop discipline in their studies.					
3	Learners perform better when parents create a quiet and organized study space at home.					
4	Parental regulation of screen time contributes to better academic outcomes for learners.					
5	Learners from homes with daily schedules tend to be more focused and responsible in their schoolwork.					
6	A structured home environment leads to better time management skills in learners.					
7	Teachers notice improved classroom behavior from learners who come from well-structured home environments.					
8	Academic achievement improves when parents provide clear expectations for school performance.					
9	A lack of parental structure at home negatively affects learners' ability to complete assignments on time.					

	Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
10	Parental consistency in routines (e.g., bedtime, study time) enhances learners' academic engagement.					

Open-ended Questions

In your experience, how does a structured home environment (e.g., regular study routines, set bedtimes, limited screen time) affect the academic performance of your students?

Can you describe any specific examples or cases where a student's academic progress was noticeably influenced—positively or negatively—by the presence or absence of a structured home environment?

Thank you for your time and insights. Your contributions are highly appreciated and will be invaluable for this research.

APPENDIX V: QUESTIONNAIRE FOR STUDENTS

Please read the following questions and tick (✓) your appropriate response.

SECTION A: Demographic Information

1. Your gender: male female
2. Your age bracket: below 12 year 12-17 years 18 and above
3. Your class: Form 1 Form 2 Form 3 Form 4 .

SECTION B: Parental Monitoring of Learners' Progress on Academic Performance

Instructions: Please indicate the extent to which you agree or disagree with the following statements regarding parental monitoring of students' academic progress. Tick (✓) the most appropriate response for each item.

Key: 1=Strongly Disagree, 2=Disagree, 3=Not Sure 4= Agree, 5=Strongly Agree

#	Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1	My parent(s)/guardian(s) regularly ask me about my academic performance.					
2	My parent(s)/guardian(s) check my homework or assignments after school.					
3	My parent(s)/guardian(s) attend school meetings to follow up on my progress.					
4	My parent(s)/guardian(s) communicate with my teachers about my performance.					
5	My parent(s)/guardian(s) encourage me to revise and study regularly at home.					
6	My parent(s)/guardian(s) set study rules or routines to help me focus.					

SECTION C: Parental Provision of Learning Materials on Learners' Academic Performance

Instructions: Please indicate the extent to which you agree or disagree with each of the following statements regarding the role of parental provision of learning materials in influencing students' academic performance. Tick (✓) the most appropriate response for each item.

Key: 1=Strongly Disagree, 2=Disagree, 3=Not Sure 4= Agree, 5=Strongly Agree

#	Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1	My parent(s)/guardian(s) buy the required textbooks for my studies.					
2	I am provided with exercise books and writing materials when I need them.					
3	My parent(s)/guardian(s) buy past examination papers or revision materials.					
4	I have access to a school bag and necessary stationery (e.g., pens, rulers).					
5	My parent(s)/guardian(s) provide access to learning resources like a dictionary or calculator.					
6	My parent(s)/guardian(s) ensure I have a suitable place and materials for study at home.					

Section D: Parental Support on Study Habits and Academic Performance

Instructions: Please indicate the extent to which you agree or disagree with the following statements regarding parental support and how it influences students' study habits and academic performance. Tick (✓) the option that best represents your opinion for each statement.

Key: 1=Strongly Disagree, 2=Disagree, 3=Not Sure 4= Agree, 5=Strongly Agree

#	Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1	My parent(s)/guardian(s) encourage me to have a regular study timetable.					

#	Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
2	My parent(s)/guardian(s) remind me to study or revise at home.					
3	My parent(s)/guardian(s) limit distractions (TV, phone, etc.) during study time.					
4	My parent(s)/guardian(s) help me manage my time effectively for studies.					
5	My parent(s)/guardian(s) talk to me about setting academic goals.					
6	My parent(s)/guardian(s) praise or reward me when I perform well academically.					

Section E: Parental Creation of Structured Environment on Learners' Academic Performance

Instructions: Please indicate the extent to which you agree or disagree with the following statements regarding the influence of parental creation of a structured environment on the academic performance of learners. Tick (✓) the number that best represents your opinion.

Key: 1=Strongly Disagree, 2=Disagree, 3=Not Sure 4= Agree, 5=Strongly Agree

#	Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1	My parent(s)/guardian(s) provide a quiet and well-lit place for me to study.					
2	There is a regular daily routine at home that supports my study and homework time.					
3	My parent(s)/guardian(s) set clear expectations about when and how I should study at home.					
4	My parent(s)/guardian(s) ensure that home chores do not interfere with my study time.					
5	My parent(s)/guardian(s) limit social visits or outings when I need to focus on schoolwork.					

#	Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
6	My home environment helps me stay organized with my school materials and assignments.					

APPENDIX VI: PRINCIPALS' IN-DEPTH INTERVIEW GUIDE

Dear

Principal,

Thank you for taking the time to participate in this study. This research aims to explore the Influence of Parental Involvement on Student's Academic Performance in Public Secondary Schools in West Pokot County Kipkomo Sub-County, Kenya. Your insights are highly valuable and will contribute significantly to the research. All responses will be treated with confidentiality.

1. Gender
2. For how long have you served as a Principal?
3. From your observation, how actively do parents monitor their children's academic activities both at school and at home?
(Follow-up: Can you give examples of effective or poor parental monitoring you've witnessed?)
4. How often do parents in your school engage with teachers to follow up on their children's academic progress?
(Follow-up: Are there particular methods or forums they use—e.g., phone calls, visiting days, report card reviews?)
5. What role do parents play in supporting their children's study habits at home, such as homework supervision or setting study schedules?
(Follow-up: How does this support, or lack thereof, reflect in student performance?)
6. To what extent do you think the provision of learning resources by parents—such as textbooks, internet access, or revision guides—impacts academic outcomes in your school?
(Follow-up: Are there disparities in performance linked to availability of these resources?)
7. In your view, how does a structured home environment (with routines, rules, and clear expectations) influence student discipline and academic focus?
(Follow-up: Do teachers report noticeable differences among students from structured homes versus unstructured ones?)
8. What challenges do you think parents face in effectively participating in their children's academic life, and how do these challenges manifest in learners' performance?
(Follow-up: Are there common trends based on socioeconomic background or other factors?)

9. Can you describe any initiatives the school has undertaken to enhance parental involvement, and how effective have they been in improving academic outcomes?
(Follow-up: What kind of parental feedback or engagement did you receive?)
10. Do you believe parental involvement in your school has changed over the years? If so, what factors have influenced this change?
(Follow-up: How has this shift impacted students' academic performance, if at all?)
11. In cases where students consistently perform poorly, what kind of parental involvement (or lack thereof) do you usually observe?
(Follow-up: Have there been instances where improved parental engagement led to noticeable improvement?)

Thank you for your time and insights. Your contributions are highly appreciated and will be invaluable for this research.

APPENDIX VII: P.A. MEMBERS FOCUS GROUP DISCUSSION GUIDE

Dear

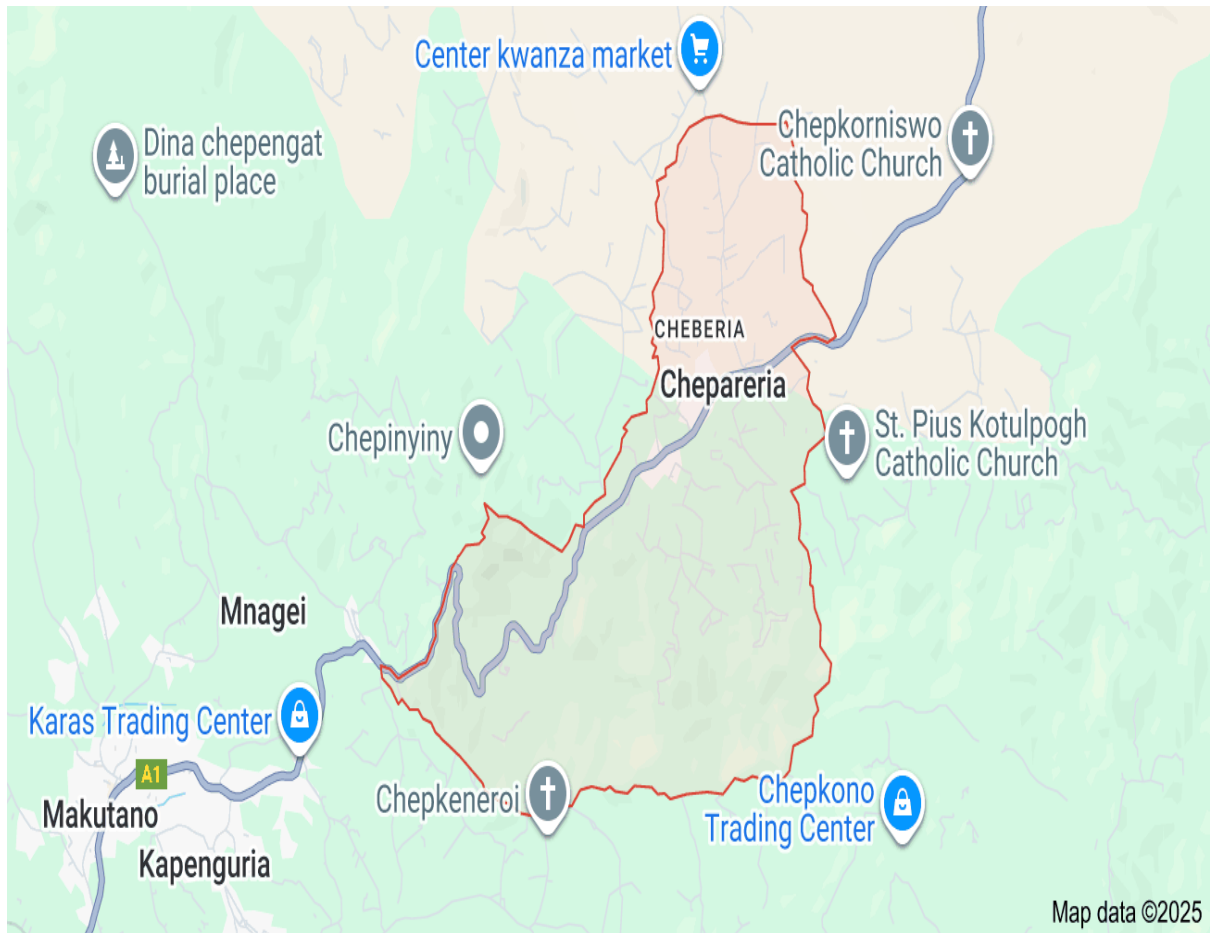
Parents,

Thank you for taking the time to participate in this study. This research aims to explore the Influence of Parental Involvement on Student's Academic Performance in Public Secondary Schools in West Pokot County Kipkomo Sub-County, Kenya. Your insights are highly valuable and will contribute significantly to the research. All responses will be treated with confidentiality.

1. In what ways do you as parents follow up on your child's academic progress (e.g., report cards, teacher meetings, class attendance)?
2. How often do you communicate with teachers about your child's academic performance?
3. What challenges do you face when trying to stay informed about your child's school progress?
4. In your view, how does your involvement in your child's academic progress impact their performance?
5. What more could schools or teachers do to encourage parental follow-up?
6. How do you support your child in creating regular study routines at home?
7. Are you able to supervise or assist your child with their homework? If so, how often?
8. What difficulties do you experience when trying to support your child's study habits?
9. What kind of learning materials (e.g., books, stationery, uniforms) do you provide for your child?
10. Have there been times when your child lacked essential learning materials? How did that affect their academic performance?
11. What are the challenges parents face in consistently providing learning materials?
12. In your opinion, how does the availability of adequate learning resources affect your child's motivation and performance?
13. Do your children have a specific place and time for studying at home? How do you manage noise, distractions, or other household duties during your child's study time?
14. What are some difficulties you face in creating a quiet and supportive study environment at home?

Thank you for your time and insights. Your contributions are highly appreciated and will be invaluable for this research.

APPENDIX:VIII.MAP OF KIPKOMO SUB COUNTY



Source: Map Data (2025)

APPENDI:XI , KIPKOMO SUB-COUNTY RECOMMENDATION LETTER

REPUBLIC OF KENYA



MINISTRY OF EDUCATION
STATE DEPARTMENT OF EDUCATION

Email: scdekipkomo@gmail.com

SUB-COUNTY EDUCATION OFFICE

Web: www.education.go.ke

KIPKOMO SUB-COUNTY

When replying please quote date & Ref.

P.O BOX 17-30600,

KAPENGURIA.

REF: KSC/EDUCAT/SCH/12/3/VOL.1/145

Date 27TH AUGUST, 2025.

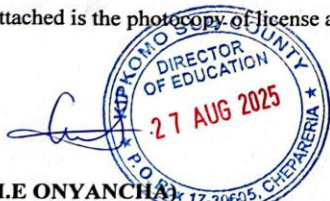
TO ALL PRINCIPALS,
KIPKOMO SUB-COUNTY.

**RE: COLLECTION OF DATA FOR RESEARCH –SISTER MARY WANGUI KANYI
OF REG NO. SE104/00013/2022 FOR HER MASTERS DEGREE IN EDUCATION
FROM TANGAZA UNIVERSITY.**

This is to notify you that sister Mary Wangui Kanyi from Tangaza University of Reg No. Se104/00013/2022 has been given permission to collect data from public secondary schools in Kipkomo Sub-County.

Kindly, accord her maximum cooperation so that she can achieve her objectives.

Attached is the photocopy of license as permitted from the higher authority.



for (H.E ONYANCHIA)
SUB-COUNTY DIRECTOR OF EDUCATION
KIPKOMO SUB-COUNTY.