

**PARENTAL INVOLVEMENT ON LEARNERS' ACADEMIC PERFORMANCE IN PUBLIC
PRIMARY SCHOOLS IN WAJIR EAST SUB-COUNTY WAJIR COUNTY- KENYA**

CECILIA KAINDA NYAMU

**A Research Thesis Submitted in Partial Fulfillment of the Requirements for the Award of the
Degree of Master of Education in Leadership and Administration**

SCHOOL OF EDUCATION


TANGAZA UNIVERSITY

NAIROBI-KENYA

SEPTEMBER, 2025

DECLARATION

I declare that this research Thesis is my original work and has not been presented for a degree award at any other university.


Signature:  Date: 22/9/2025
Sr. Cecilia Kainda Nyamu
SE104/00012/2022

This Research Thesis has been submitted for examination with our approval as the University supervisors.

Signature: 

Date: **22nd September 2025**

Dr. Beatrice Ndiga
Lecturer, School of Education
Tangaza University

Signature: 

Date: **22nd September 2025**

Dr. John Otieno Awino
Lecturer, School of Education
Tangaza University

DEDICATION

This research thesis is dedicated to both my biological and religious family Daughters of St Anne, the Tangaza University fraternity and to all my educators.

ACKNOWLEDGEMENT

I wish to thank God for guiding me during the time of my writing process. I acknowledge with gratitude the support I have received from my congregation, the Daughters of St. Anne in carrying out this work for their encouragement and the moral support I have experienced from them. Many thanks also go to my educators, Dr. Shem Mwalwa and Dr. Rose Njihia, for their tireless support and guidance. I sincerely acknowledge and thank my supervisors, Dr. Beatrice Ndiga and Dr. John Awino, lecturers at the School of Education, Tangaza University. I am also deeply grateful to the African Sisterhood Education Collaborative (ASEC) for sponsoring my education and ensuring I had all the necessary resources.

TABLE OF CONTENTS

DECLARATION	Error! Bookmark not defined.
DEDICATION.....	ii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES.....	ix
LIST OF FIGURES	x
LIST OF ABBREVIATIONS AND ACRONYMS	xi
ABSTRACT	xii
CHAPTER ONE.....	1
INTRODUCTION	1
1.0 Introduction	1
1.1 Background to the Study	1
1.2 Statement of the Problem	8
1.3 Purpose of the Study	9
1.4 Research Objectives	10
1.4.1 General Objective	10
1.4.2 Specific Objectives.....	10
1.5 Research Questions	10
1.6 Significant of the Study.....	11
1.7 Scope and Delimitation of the Study	11
1.8 Theoretical Framework	12
1.8.1 Epstein Theory.....	12
1.10 Operational Definition of Terms.....	16

CHAPTER TWO	18
REVIEW OF THE LITERATURE	18
2.1 Introduction	18
2.2 Review of the Related Theory	18
2.2.1 Social Cultural Theory	18
2.3 Influence of Parental Communication on Learners’ Academic Performance	19
2.4 Parental Participation in Decision Making on Learners’ Academic Performance	24
2.5 Parents’ Involvement in Learners’ Learning at Home and Academic Performance	28
2.6 Influence of Parents’ Volunteering on the Learners’ Academic Performance	32
2.7 Summary of the Literature Review	41
2.8 Knowledge Gap	42
CHAPTER THREE	43
RESEARCH DESIGN AND METHODOLOGY	43
3.1 Introduction	43
3.2 Research Design.....	43
3.3 Research Location of the Study	43
3.4 Target Population.....	44
3.5 Description of Sample and Sampling Procedures.....	45
3.5.1 Sampling of Schools.....	46
3.5.2 Sampling of Head Teachers.....	46
3.3.3 Sampling of Teachers	47
3.3.4 Sampling of learner	47
3.5.5 Sampling of Parent represenatives	48
3.4.6 Sampling of Sub-County Directors.....	48
3.6 Description of Research Instruments	49

3.6.1 Questionnaires for Teachers	49
3.6.2 In depth Interview Guide for Head-teachers and Subcounty Directors	50
3.6.3 In-depth Interview Guide for the Parents	51
3.6.2 Focus Group Discussion for the learners	51
3.7 Validity of Research Instruments.....	51
3.8 Pilot Testing.....	52
3.9 Reliability of Research Instruments	52
3.10 Credibility and Trustworthiness of Qualitative Instruments	53
3.11 Description of Data Collection Procedures	54
3.12 Description of Data Analysis Procedures.....	54
3.13 Ethical Consideration	54
CHAPTER FOUR	56
PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS.....	56
4.0 Introduction	56
4.1 Instrument Return Rates.....	56
Source: <i>Field Data (2025)</i>	Error! Bookmark not defined.
4.3 Respondents Demographic Characteristics	57
4.3.1 Demographic Characteristics of Teachers	57
4.3.2 Demographic Characteristics of Head teachers	61
Figure 3: Distribution of Head teachers according to Academic Qualifications.....	63
4.4 Parental Involvement in School Decision Making and Learner’s Academic performance	69
4.5 Parental Involvement in the Completion of Assignments	74
4.6 Parents’ Volunteering in School Activities and Learners’ Academic Performance.....	80
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	86
5.1 Introduction	86

5.2 Summary of the Findings	86
5.3 Conclusions of the Study.....	88
5.4 Recommendations of the Study	90
5.4.1 Recommendations for Policy.....	90
5.4.2 Recommendations for Practice	90
5.4.3 Recommendations for Further Research	91
REFERENCES	92
Appendix 1: Letter of Introduction.....	103
Appendix 2: Informed Consent Form for Participants	104
Appendix 3: Questionnaire for Teachers	106
Appendix 4: In-depth Interview Guide for Head teachers	110
Appendix 5: In-depth Interview Guide for Sub County Director.....	110
Appendix 6: In-depth Interview Guide for PTA chair persons	111
Appendix 7: Focus Group Discussion for Learners	111
Appendix 8: Introduction letter from Tangaza University.....	112
Appendix 9: Research permit (NACOSTI).....	113
Appendix 10: Introduction letter from Tangaza University.....	113
Appendix 11: Plagiarism Report	115
Appendix 12: Reliability Statistics.....	116
Appendix 13: Map of Wajir East Sub-County	116

LIST OF TABLES

Table 1: Sample Matrix **Error! Bookmark not defined.**

Table 2: The Response Rate of the Study Participants **Error! Bookmark not defined.**

Table 3: Demographic Characteristics of Teachers **Error! Bookmark not defined.**

Table 4: Demographic Characteristics of Head teachers **Error! Bookmark not defined.**

Table 5: Influence of Parental Communication on Learners' Academic Performance **Error!
Bookmark not defined.**

Table 6: Parental Participation in Decision Making on Learners' Academic Performance **Error!
Bookmark not defined.**

Table 7: Parental Involvement in the Completion of Assignments at Home **Error! Bookmark not
defined.**

Table 8: Influence of Parents' Volunteering on the Learners' Academic Performance **Error!
Bookmark not defined.**

LIST OF FIGURES

Figure 1: Conceptual Framework Showing Relationship among Variables **Error! Bookmark not defined.**

Figure 2: Distribution of the Teachers by teaching experience ... **Error! Bookmark not defined.**

Figure 3: Distribution of Head teachers according to Academic Qualifications **Error! Bookmark not defined.**

LIST OF ABBREVIATIONS AND ACRONYMS

BRAC- Bangladesh Rural Advancement Committee

CBC- Competency Based Curriculum

ECD- Early Childhood Education

HIPPY- Home Instruction for Parents of Preschool Youngsters

KICD- Kenya Institute of Curriculum Development

NGOs- Non- Governmental Organizations

PTA- Parents Teachers Association

RSA- Republic of South Africa

SDGs- Sustainable Development Goals

UK- United Kingdom

UN- United Nations

UNESCO- United Educational Scientific, and Cultural Organization

UNICEF- United Nation International Children Education Fund

ABSTRACT

This study investigated parental involvement on learners' academic performance in public primary schools in Wajir East Sub-County Wajir Kenya. The objectives were to examine the influence of parental involvement in communication with teachers, participation in school decision-making, support with the completion of assignments at home, and volunteering in school activities on learners' academic performance. The research was anchored on Epstein Theory of comprehensive school performance model. Concurrent mixed methods research design was used. The target population comprised 13 primary schools, 13 head teachers, 312 teachers, 256 learners, 13 parents, and one Sub-County Director of Education. The study employed simple random sampling to select 4 primary schools and purposive sampling to include the 4 head teachers of the selected schools. Census sampling was used to include all 65 teachers of the selected schools. Proportionate simple random sampling was applied to select 156 learners. Purposive sampling was applied to include 4 parent representatives and the Sub-County Director of Education. Questionnaires were used to collect data from teachers, in-depth interview guide for head teachers, parents and the sub county director. Focus group discussion guide was used for learners. Quantitative data were analyzed using descriptive statistics which were processed using Statistical Package for Social Science Version 29 and presented using bar graphs, tables, and pie charts. Qualitative data were analyzed through thematic analysis and presented in the form of themes, narratives, and direct quotations. The findings of the study revealed that parental involvement significantly influences learners' academic performance. Effective communication between parents and teachers through meetings, calls, and messaging enhances progress monitoring, motivation, and assessment scores. Parental participation in school decision-making was found to be minimal, limiting its potential to improve resource allocation, discipline, and learner outcomes. It was recommended that the Ministry of Education should enhance parental involvement in rural schools by promoting community awareness, mobile communication tools, flexible meetings, inclusive governance, and training programs to support homework and volunteering, fostering stronger school home partnerships and improving learner performance.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter provides the background to the study, the statement of the problem, purpose of the study, research objectives as well as research questions, significance of the study, scope and delimitations of the study. It further presents theoretical framework, conceptual framework, and operational definition of key terms.

1.1 Background to the Study

Parental involvement in education has long been recognized as a crucial factor influencing learners' academic achievement and overall educational outcomes. In recent years, research has increasingly focused on understanding the specific ways in which parental involvement impacts learners' success, particularly in the context of primary education in diverse socio-cultural settings such as Wajir East Sub-County, Wajir County- Kenya (Wanjala & Hussein, 2017).

Parental involvement can take many different forms, including supporting learning activities at home, communicating with the school, and participating in school events (Lara & Saracostti, 2019). Levels of parental involvement in education vary from one parent to the other and the impact of this on academic performance need to be studied. Parental involvement programs aim to strengthen home-school relations with the objectives of improving academic performance or education outcomes (Barrea-Osoro, 2021). Most programs focus on the marginalized and disadvantaged parents or ethnic minority families. For example, the Home Instruction for Parents of Pre-school Youngsters platform (HIPPY) in which a number of parents and caregivers receive parental classes. United Nations Children's Fund (UNICEF) reports that such classes contribute to school participation and improved communication between parents and the school (UNICEF, 2020). Parents play an important role by assisting the teachers in developing learners' academic

performance, potential and monitoring the quality of teaching strategies. The same research observes that parents play a pivotal role in learners' education; that parental involvement in learners' education boosts well-being and confidence and is important for academic progression.

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). In USA, 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 programmes that have been organized by the school.

A study conducted in Australia 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. For example, in Turkish context, parental involvement in their learner's education is scarce but in some schools for young learners' parental involvement takes place mostly in fundraising and volunteer activities relating to school maintenance (Utami, 2022).

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 (Eriksen, 2021).

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 current researcher believes

that when parents are actively involved in learning process, this may improve academic performance. The study sought to make the readers aware that not only teachers but also parents should be involved in school learning activities for the learners to fill the above gap.

In Tanzania, it has been reported that 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 (Omari et al., 2023). 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). The current study clearly highlights that parents are 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. Levels of parental involvement in education vary from one parent to the other and the impact of this on academic performance need to be studied. Parental involvement programs aim to strengthen home-school relations with the objectives of improving academic performance or education outcomes. Most programs focus on the marginalized and disadvantaged parents or ethnic minority families (Barrea-Osoro, 2021).

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 Curriculum (CBC) 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 CBC is to equip learners with attitudes, skills, and values that may 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). One tool of CBC to achieve this goal is continuous formative assessments

rather than the summative high-stake exams of the previous system; making it a competency-based rather than an exam-performance-based education system (Imana, 2020). In the CBC, assessment methods are designed to measure a learner's understanding of core competencies. These assessments differ from traditional exams in that they focus on real-world applications of knowledge and skills. Competency-based assessment includes project-based assignments, practical demonstrations and continuous evaluations. Competency based curriculum engages learners with hands-on activities and therefore is skill based and exposes learners to real-world experience (Mwang'ombe 2021). According to Indimuli (2022), learners' ability to comprehend improves tremendously when parents assist them from home, which is reflected in positive academic performance, where test scores in examinations remarkably improve. Further, parental involvement is linked to the academic progress of a learner through engagement in diverse activities such as assisting the learners in undertaking assignments, attending the learner's school mentorship programs, connecting between teachers and learners, and attending teacher-parent meetings.

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) examined a study in Kaimosi region in Kenya which mainly investigated more about the CBC activities that call for parental involvement, how parents feel about this expectation, how instructors view CBC, and the difficulties they encountered in implementing it. Fifty-six people made up the study's sample size. Findings did not adequately justify the great

challenge facing CBC 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.

Moreover, communication, collaboration and constructive feedback due to ongoing formative assessments has improved in schools as a result of CBC. Since CBC is learner centered, teachers are just facilitators of the learning process and through learning activities, learners can communicate and collaborate with their peers effectively. This has resulted to increased productivity, learner engagement and self-efficacy. Amunga et al. (2020) notes that one of the best achievements of CBC is the amplification of learners' engagement because of them owning the learning process. Teachers are also able to give learners constant feedback since they have assessment rubrics to guide them in formative assessments. These rubrics can gauge whether the learner has exceeded, met or not met the learning expectations. Nevertheless, there is the expectation of parental involvement in learning activities which is to be in partnership, while also complementing the effort of teachers hence providing the opportunity to engage and empower parents so they can contribute to the learning outcomes of their children (Piliyesi et al., 2020).

The new Kenyan curriculum emphasizes that the role of parents is essential to learners' education and to the successful implementation of the Competency-Based Curriculum (CBC). Parental involvement is a critical factor in supporting academic success, yet there is an alarming decline in parental engagement in primary schools' academic performance in Wajir East Sub-County (Kenya Institute of Curriculum Development, 2019). The same report highlights that while learners require consistent parental support in their learning process, many parents in this

region remain unfamiliar with curriculum requirements, and schools often struggle to provide the curriculum leadership needed to encourage meaningful parental engagement.

Wajir East Sub-County presents a unique context for examining this issue. The sub-county is located in a predominantly pastoralist region of northern Kenya, characterized by challenging socio-economic conditions, including high poverty levels, limited infrastructure, and recurrent droughts, all of which affect school attendance and performance. Education in this region faces systemic challenges, including teacher shortages, inadequate learning facilities, and low literacy levels among adults, which further limit parents' ability to support their children's education effectively. Cultural dynamics also play a significant role; traditional nomadic lifestyles and deeply rooted cultural practices often deprioritize formal education, particularly for girls, leading to persistent gender disparities in school enrollment and performance. These conditions create a unique educational environment that demands targeted investigation into the role of parental involvement in improving learning outcomes.

This is the primary reason the researcher seeks to examine the influence of parental involvement on learners' academic performance in Wajir East Sub-County. Studies by Amunga et al. (2020) and Mwarari et al. (2020) have already identified poor parental engagement in children's education, particularly under CBC implementation, in this region. According to these scholars, low levels of involvement are linked to multiple factors, including lack of parental sensitization on their role in the new curriculum, inadequate skills and knowledge to assist learners at home, insufficient instructional resources such as printers and cameras, competing household and economic responsibilities that leave parents with little time for their children's education, and negative parental attitudes toward involvement in take-home assignments, which many parents do not perceive as their responsibility.

The knowledge gap lies in the limited understanding of how parental involvement specifically influences learners' academic performance within the unique socio-economic and

cultural context of Wajir East Sub-County. Most existing studies emphasize the global and national importance of parental engagement in education, citing frameworks such as UNESCO's Education for All goals, the No Child Left Behind Act, and Kenya's Competency-Based Curriculum (CBC). However, these studies do not adequately address the local realities and challenges faced in pastoralist communities such as Wajir East. Recent research (Utami, 2022) also reinforces the concern over declining parental engagement, with parents' unfamiliarity with curriculum requirements further complicating schools' efforts to foster collaborative learning partnerships. This underscored the urgent need for a context-specific investigation to inform interventions that can strengthen parental involvement and improve educational outcomes in the region.

1.2 Statement of the Problem

Parental involvement is widely recognized as one of the most significant factors influencing learners' academic success and overall school improvement (Schmid & Garrels, 2021). Ideally, parents actively support their children's learning, engage with teachers, and participate in school decision-making, fostering an environment that promotes achievement. However, in Wajir East Sub-County, this ideal is far from reality. The region faces unique socio-economic challenges, including high poverty levels, nomadic lifestyles, low adult literacy, and limited educational resources, all of which hinder meaningful parental engagement. Many parents remain unfamiliar with the Competency-Based Curriculum (CBC) requirements and struggle to support their children's education, contributing to persistent low performance in primary schools.

The academic performance of learners in the Competence Based Curriculum (CBC) in public primary schools is a critical indicator of educational effectiveness and future success. However, despite numerous educational interventions, some learners at this level continue to underperform academically. In Ideal situation, parental involvement in education is recognized as a crucial factor that significantly enhances learners' academic performance. Parents are actively engaged in their children's educational activities both at home and in school, fostering a supportive environment that

encourages academic excellence. This involvement includes regular communication with teachers, supervision of homework, participation in school events, and provision of necessary educational resources (Odhiambo, 2020).

However, in Wajir East Sub-County, the reality is that parental involvement is often limited. Many parents, especially those from nomadic families, face challenges such as cultural priorities and geographical mobility, which hinder their ability to participate actively in their children's education (Mutava, Ndanu, & Wambiya, 2023). The primary role of Parental involvement is often limited, with little active engagement in educational activities. This limited involvement is further compounded by the nomadic lifestyle prevalent in the region, where livestock is frequently prioritized over education.

A study by Noor (2021) linked poor learner performance to the nomadic lifestyle, where children spend much time herding cattle, disrupting consistent schooling. This situation undermines both academic achievement and socio-economic development. Limited research on this issue underscores the need for the present study, which examined the influence of parental communication with teachers on learners' academic performance in Wajir East Sub-County, Kenya.

The absence of a supportive learning environment at home and limited interaction with school results in lower grades and reduced opportunities for further education. This, in turn, affects the socio-economic development of the community, as education is a key determinant of future career opportunities and personal growth. There is scarcity of research specifically focusing on the impact of parental involvement on academic performance in Wajir East Sub-County. Notably, the nomadic lifestyle and socio-economic challenges in Wajir East Sub-County may uniquely affect parental involvement.

1.3 Purpose of the Study

The study aimed at finding out how parental involvement, parental communication, learning at home and completion of assignments, financial support, and parents' volunteering influences learners' academic performance in public primary schools. The study explored parents lived

experiences of their involvement in their learners' education. Moreover, the study sought to establish the relationship between parental involvement and academic performance.

1.4 Research Objectives

The research was guided by the following objectives.

1.4.1 General Objective

The study general objective was to examine parental involvement on learner's academic performance in public primary schools in Wajir East Sub-County, Wajir County, Kenya.

1.4.2 Specific Objectives

The study specific objectives were as follows;

- i. To examine the influence of parental involvement in communication with teachers on learners' academic performance in public primary schools in Wajir East Sub-County, Kenya.
- ii. To assess parental involvement in school decision making on learner's academic performance in public primary schools in Wajir East Sub-County, Kenya
- iii. To investigate parental involvement in the completion of assignments at home on learners' academic performance in public primary schools in Wajir East Sub-County, Kenya.
- iv. To evaluate the influence of parents' volunteering in school activities on learners' academic performance in public primary schools in Wajir East Sub-County, Kenya.

1.5 Research Questions

- ii. How does parental involvement in communication with teachers influence learners' academic performance in public primary schools in Wajir East Sub-County, Kenya?
- iii. To find out how parental involvement in decision making has an influence on learners' academic performance in public primary schools in Wajir East Sub-County, Kenya?

- iv. What is the influence of parental involvement in the completion of assignments at home on learners' academic performance in public primary school in Wajir East Sub- County Kenya.
- v. How does parents' volunteering in school activities influence on learners' academic performance in public primary schools in Wajir East Sub-County, Kenya.

1.6 Significant of the Study

The significance of this study lies in its potential value to parents, teachers, school administrators, education policymakers, scholars, academicians, and students.

The study may be significant to the parents since it may raise awareness among parents about the importance of their involvement in their children's education, encouraging them to be more engaged in school activities and support their children's learning at home. To the teachers, the study findings may enable the teachers to possess an understanding on how to foster better communication with parents, which can lead to more collaborative efforts in supporting students' learning. By recognizing the impact of parental involvement, teachers may tailor their teaching methods to better align with the support students receive at home.

To the education policymakers, the study findings may inform policy decisions aimed at enhancing parental involvement in education. Policymakers might develop initiatives that encourage parental participation, such as workshops for parents or programs that facilitate home-school communication. Policymakers may allocate resource more effectively to support schools in engaging parents and improving academic outcomes. To the scholars/researches. The study findings can highlight areas for further research, such as exploring different forms of parental involvement or comparing across different regions.

1.7 Scope and Delimitation of the Study

This study's geographical scope was public primary schools in Wajir East Sub-County, Kenya. On the subject scope, the study focused on parental involvement in communication with teachers, parental involvement in volunteering activities, completion of assignments at home and its

influence on learner's academic performance. The study used a questionnaire survey. Moreover, the study was retrospective and focused on the period from 2021-2025. The study targeted only head teachers, teachers, parent, one sub-county director of education, and learners, as these respondents were deemed to possess the most relevant information necessary for the study.

1.8 Theoretical Framework

Theoretical framework is a set of ideas, concepts, and principles that researchers use to guide their study. It helps researchers understand how to approach their study, what variables to focus on, and what relationships to explore. It is the foundation upon which their research is built. The study made use of the Epstein Model of parental involvement.

1.8.1 Epstein Theory

In the Epstein theory there are six types of parental involvement. The six types of involvement interactions act as a framework for classifying behaviors, responsibilities, and deeds performed by school personnel and family and community members, working hand in hand to augment involvement and student achievement that activate within the theory of overlapping spheres (Epstein et al., 2009). The theory involved suggests that academic achievement development is influenced by three interconnected settings, namely the family, the school and the community. According to Epstein (2018), such interconnection is known as the overlapping spheres of influence, due to the three contexts involved that influence the learners' development. The theory focuses on six types of parental involvement which are communicating, volunteering, learning at home, decision making and collaborating with the community. What emerges on Epstein's six types of involvement is that for communities and families not only become well informed but also take part in the progress of learners learning institutions, collaborations must be seen as a critical element of planning organizing education system. Parenting involves the provision of things such as health, housing, home environment to support the learning for the learners, parental skills in parent- learner

associations and provision of information to assist the school by knowing more about their learner's (Epstein et al. 2009).

According to Epstein (2018), parental engagement includes parenting, communicating, giving back to the community, encouraging studies at home, and home rules. The Epstein's model is relevant today as parents create supportive home environments for their children who are students, improve learning conditions at home, introduce parental education activities, and introduce family support programs, all of which lead to better school attendance, improved academic performance, and increased respect for parents.

This theory has a number of strengths; good or Improved Attendance meaning engaged parents encourage regular school attendance. When parents prioritize attendance, learners are more likely to attend classes consistently, leading to better learning outcomes. Moreover, awareness of the Importance of Schools is another strength. Epstein's theory underscores the significance of parental communication about the value of education. When parents emphasize the importance of school, students develop a stronger commitment to their studies. Besides, Awareness of Family Supervision and Respect for Parents is also very important, when parents are actively involved, students become more aware of family expectations and rules. This awareness fosters respect for parents and contributes to positive family-school relationships.

Positive Personal Qualities, Habits, Beliefs, and Values, Epstein's framework emphasizes the transmission of positive qualities from family to learners. These qualities include values, habits, and beliefs that shape a learner's character and behavior apart from the mentioned strengths, there is Balancing Time Spent on Chores, Activities, and Homework, Parental involvement helps students strike a balance between household chores, extracurricular activities, and academic responsibilities. This balance positively impacts academic performance.

The theory has also some weaknesses, like Assumption of Positive Influence: The theory assumes that all parental involvement is inherently positive. However, this may not always be the

case. Some parents may inadvertently hinder their learner's academic progress due to lack of knowledge or other factors. Epstein's model doesn't explicitly address negative forms of involvement. Complexity of Implementation: Implementing all six types of involvement outlined in Epstein's framework can be challenging for schools, particularly those with limited resources or in communities with diverse needs. It may require significant time, effort, and coordination to effectively engage families in all aspects of involvement. To address these schools can offer workshops or resources to help parents develop their knowledge about effective educational strategies and how to support learning at home. This could include information on child development, discipline, and learning techniques.

Certainly, Epstein's theory of parental involvement in education has been widely applied to improve academic performance and student outcomes. By understanding and leveraging Epstein's Theory of Parental Involvement, schools can create a supportive environment where parents are empowered to contribute to their children's academic success effectively. In this study, the theory is very much applicable because the school can organize workshops and guidance, which offer sessions for parents on parenting strategies that support learner's learning and development. They can also provide home-school connection where the teachers could be encouraged to communicate regularly with parents about the learning progress and behavior, fostering a supportive home environment. Schools and educators can work to foster strong relationships with families, provide opportunities for meaningful engagement, and create a supportive environment where parents feel valued and empowered to contribute to their learner's education. By embracing Epstein's theory, schools can enhance student outcomes and create a culture of partnership and collaboration between home, school, and community. It is still applicable to this study. Joyce Epstein's theory identifies six key ways in which parents can be involved in their children's education, which are linked to improved academic performance. For instance, parenting which is mainly attributed by offering a supportive home environment for learning such as providing information on age-and grade appropriate learning

environments, health practices, and nutrition requirements; Communication establish a regular communication channel students’ progress; volunteering mainly attributed by participation in school activities such as develop school classrooms; learning at home, provide parents with information on homework policies and how to monitor and discuss resources; decision making, encourage active participation in decision making and policy formulation such as PTAs and finally, collaboration with the community by linking schools with community resources.

1.9 Conceptual Framework

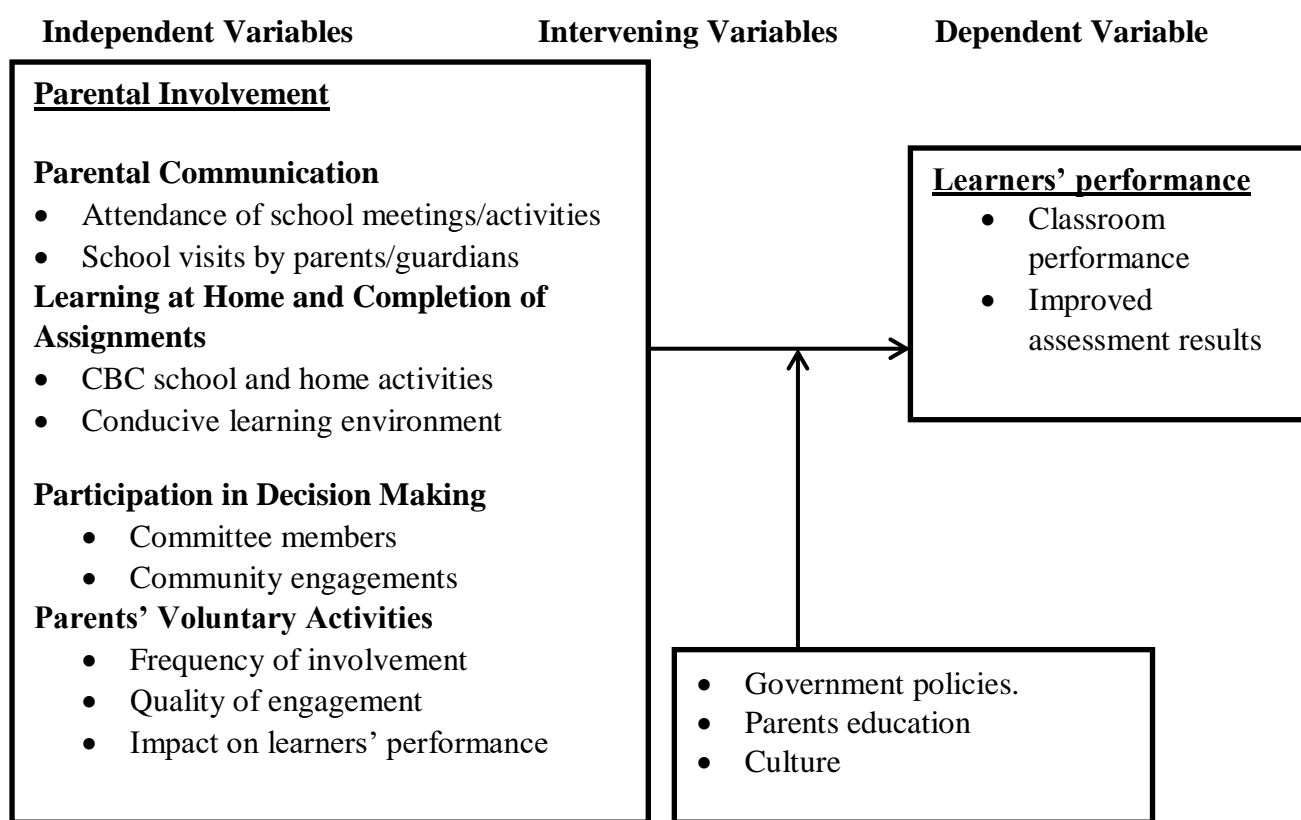


Figure 1: Relationship between parental involvement and learners’ Performance

Figure 1 explains how the independent variables influence the dependent variable. In the study, the study independent variable is parental involvement while dependent variable is academic performance, and intervening variable.

The independent variables is subdivided into parental communication, decision making, learning at home and completion of assignments, participation in school committee and parents’ voluntary activities while dependent variable is academic performance. Parental communications

play a crucial role in enhancing academic performance by ensuring parents are aware of their children's progress and challenges. This allows them to provide targeted support and encouragement. Meanwhile, learning at home such as homework supervision and academic discussions, significantly impacts academic performance. Parents who engage in these activities help reinforce classroom learning and encourage a culture of academic achievements. Participation in School Governance; parents who participate in school governance contribute to creating a supportive academic environment. This involvement can lead to better school policies and resources that benefit students. Parents' voluntary activities, such as helping with school events or providing additional resources, demonstrate parental commitment to education. This can motivate students and improve their perception of the value of education.

1.10 Operational Definition of Terms

Academic performance-It is defined as learners' results in National and school Based assessments, which tend to serve as key indicators of educational achievements and progression, which determines their eligibility for further education and career opportunities.

Parental Involvement; It mainly refer to the active, ongoing participation of parents or primary caregivers in their child's protection. This can be measured by observing parents' participation in school activities, their engagements in home-based learning supports, and their involvement in school governance.

Parental Communication: In this study, it can be assessed through surveys or interviews that evaluate the frequency and quality of communication between parents and teachers, including feedback on students' progress and involvement in educational decisions.

Learning at Home and Completion of Assignments: In the study, it was assessed through surveys and interviews that evaluated the frequency and quality of communication between parents and teachers, including feedback on student progress and involvement in educational decisions.

Parental Participation in Decision Making: It was measured by tracking parents' involvement in school governance structures, such as attendance at meetings and participation in decision making roles.

Parents' Voluntary Activities: In the study, it is documenting the frequency and type of voluntary activities parents engage within the school setting.

CHAPTER TWO

REVIEW OF THE LITERATURE

2.1 Introduction

In this chapter the researcher reviewed the literature done by other researchers concerning the influence of parental involvement on academic performance in public primary schools. Studies show that learners' academic performance is not only determined by their parents' socio-economic status but also parental involvement in the education process (Darko et al., 2021). Therefore, this section reviewed literature according to the objectives of the study from the global, regional and national perspective as presented by different scholars.

2.2 Review of the Related Theory

2.2.1 Social Cultural Theory

Lev Vygotsky's (1978) socio-cultural theory asserts that the intellectual development of children is significantly shaped by interactions with community members, such as teachers, parents, and other key figures. This theory highlights that the acquisition of knowledge is a collaborative process involving engagement with these community members. Vygotsky (2012) argues that children from different cultural backgrounds learn various skills through their interactions with more knowledgeable individuals. The theory emphasizes the social nature of learning and the critical role of social interaction in cognitive development. A key concept in socio-cultural theory is the Zone of Proximal Development (ZPD). Vygotsky describes it as the gap between a learner's current level of development, which is evident through their independent problem-solving abilities, and their potential level of development, which can be achieved with guidance from adults or collaboration with more skilled peers. Scaffolding is a concept that involves providing temporary support to help children achieve tasks within their ZPD, gradually removing that support as the child becomes more capable. Parents can use the principles of ZPD to offer appropriate levels of support and challenge.

By understanding the child's current capabilities and providing guidance that helps them

reach the next level, parents can effectively contribute to their child's learning and development. Vygotsky's emphasis on social interaction in learning suggests that parental involvement should focus on engaging with children in meaningful ways, such as through conversation, joint activities, and problem-solving. This theory is more focused on the cognitive and social processes of learning rather than specific strategies for parental involvement. Its ideas are foundational for understanding learning processes, applying the ZPD concept to everyday parental involvement can be less straightforward.

While Vygotsky's theory offers valuable insights into how parents can support their child's learning through targeted assistance and interaction. Vygotsky's theory provides valuable insights into how parents can support their child's learning through appropriate assistance and interaction. Therefore, community members including teachers and all other stakeholders greatly influence the intellectual growth of the children. They can also create enriched learning environments that support cognitive development through social interaction and cultural relevance.

2.3 Influence of Parental Communication on Learners' Academic Performance

Parental communication has a big role in maintaining relationships between families, especially the relationship between parents, children and teachers. By having a good way of communication, it can have the same mind set in achieving educational goals. The parent -teacher relationship has been identified as essential in learning progress.

In their 2020 report, UNICEF and SEAMEO examined the influence of parental involvement on academic performance in the Philippines, highlighting significant findings on the relationship between parental support and student achievement through effective communication from both parties (UNICEF & SEAMEO, 2020). The study, titled SEA-PLM 2019 national report: Philippines, utilized a comprehensive methodology that included assessing student performance in reading, writing, and mathematics, and correlating these outcomes with levels of parental engagement in academic activities. The findings revealed that Grade 5 students whose parents were more actively

involved in their educational activities scored higher in academic assessments, with Filipino students displaying the largest disparity in test scores between those with highly engaged parents and those with less engaged parents among the six participating SEA-PLM countries. Despite these findings, the report identified a critical gap: while parents were involved in school activities through roles such as membership in Teachers-Parents Associations (PTAs) or representation on school governing councils, their contributions were primarily limited to resource mobilization and volunteer work rather than substantive educational support. This limited recognition of parents as integral partners in education underscored the need for more effective engagement strategies to enhance their role in supporting children's academic success (UNICEF & SEAMEO, 2020). Moreover, the referenced study excluded parents from directly contributing insights into learners' educational performance. In addition, the study was conducted in a different geographical context.

To address these gaps, the present study investigated the influence of parental involvement on learners' academic performance in public primary schools in Wajir East Sub-County, Kenya. Unlike the previous study, it included both learners (grade six learners) and parents as participants, captured diverse grade levels, and examined parental involvement not only in resource provision but also in academic support. In doing so, this study provided context-specific evidence and deeper insights into how parental engagement influences learners' educational outcomes.

The study by Ariani et al. (2022) titled "Implementing online integrated character education and parental engagement on local cultural values cultivation" was conducted in Asia, specifically in Indonesia. The research evaluated the effectiveness of an online integrated character education program and parental engagement strategies across various regions within Indonesia, aiming to cultivate local cultural values among learners. The study used a quasi-experimental design with a control group to assess the impact of the intervention. The study found out that increased parental involvement was associated with more positive outcomes in students' cultural education. Parents who actively engaged in the program contributed to reinforcing the values taught. Though with the above

results, the study used Quasi-experimental design with a control group, while the current study used mixed method approach in order to have valid results. Geographically, the study was done in Asia, specifically in Indonesia where the educational system and context is totally different from Kenyan system. Therefore, this study was carried out in Kenya, specifically in Wajir East -Sub-County to close the geographical, cultural and geographical gap.

In the USA, a study was carried out by Jaynes (2022) titled “Relational Aspects of Parental Involvement to Support Educational Outcomes: Parental Communication, Expectations, and Participation for Student Success.” The researcher focused on how factors such as parent-child communication, cultural and parental expectations, and interactions with teachers impacted educational outcomes. The study used a meta-analysis approach, which involved aggregating and analyzing data from multiple research studies to draw broader conclusions about the impact of relationship-based factors on educational outcomes.

The study found out that effective and supportive communication between parents and children is linked to improved academic performance, motivation, and overall student engagement. It also found out that positive and frequent communication between parents and teachers fosters a collaborative educational environment, addressing students' needs more effectively and supporting their academic progress. Since the study used Meta-analysis method, it creates a gap for it primarily focuses on quantitative data and may not capture the nuances of participants' experiences or the contextual factors influencing the results. The current study used a mixed methods approach which combines quantitative and qualitative approaches, providing both statistical rigor and deep contextual insights. This helped in understanding the ‘why’ and “how” behind observed patterns. The study was also done in a different geographical area; the study excluded the opinion of teachers and children making the study limited and prone to bias. This study was done in Wajir East Sub- County Wajir county- Kenya to fill the gap by taking into account teacher- and learner dimension which were excluded.

Study conducted in Zambia by Simwebela et al. (2020) titled “: Parental involvement and learners’ performance in rural basic schools of Zambia. Employing a quantitative methodology, the researchers used surveys to gather data from parents and teachers in rural Zambian schools. Parental perceptions of the quality of home-school communication was examined to explore whether it was a factor contributing to the improved academic performance of the learners whose parents participated in the intervention.

Communication between teachers and parents could be helpful to improve the learners’ academic performance. In the above study, both teachers and parents who were interviewed acknowledged that communication between home and the rural Zambian schools surveyed was very low and was largely through the participation of parents in parent–teacher association (PTA) meetings. The findings indicated that higher levels of parental involvement were positively associated with improved learner performance, highlighting the crucial role that active parental participation plays in educational success. Despite these insights, the study identified several gaps, including the need for more qualitative research to explore the underlying reasons behind the observed correlations and the potential variations in parental involvement across different rural communities. To address these gaps, the current study adopted a mixed-methods approach, combining both qualitative and quantitative data to provide a deeper understanding of parental communication and involvement. It also went further to make practical recommendations on how parents’ engagement in schools can be strengthened. Finally, because the earlier study was conducted in Zambia, it revealed a geographical gap that this research sought to fill by focusing on Wajir East Sub-County, Wajir County, Kenya.

In Kenya Competency Based Curriculum (CBC) is based on learners demonstrating the ability to apply the knowledge, skills, attitudes and values they acquire as they progress through their

education. The new Kenyan curriculum emphasizes that the role of the parents is essential to the children's education and in the success of the curriculum implementation. The study by Amunga et al. (2020) in Kamenga, Kenya, aimed to explore various aspects of the Competency Based Curriculum (CBC) implementation. The general objective was to examine the activities requiring parental involvement, gauge parents' opinions on these expectations, understand teachers' perceptions of CBC, and identify the challenges faced during its implementation. The research utilized an exploratory design and was based on Vygotsky's social constructivism theory, including surveys with 56 participants. Data were gathered through open-ended questionnaires and in-depth interviews, and the analysis was conducted thematically. The results indicated that while parents were expected to collaborate with teachers and supply materials for practical sessions, they were hesitant to fulfill these roles. Teachers recognized the increased engagement in learning due to CBC but faced challenges such as insufficient materials, lack of parental support, time constraints, curriculum issues like teacher preparation and professional development, and large class sizes. The study recommends the need for maintaining manageable class sizes, and the requirement for more government funding and staffing improvements. The study also highlighted the need for increased parental awareness about their role in CBC. The above study concentrated more on challenges faced by teachers and parents in implementing the CBC and on how they can be addressed, however, the current study sought to close the gaps by investigating how parental communication influence academic performance. In addition, the study was conducted in Sabatia Sub- County Kakamega County which is a different location from the current study's location. To address the geographical gap, this study was carried out in Wajir East Sub- County, Wajir County Kenya.

Noor (2021) investigated the impact of parental support on the academic performance of public secondary school students from nomadic families in Wajir County, Kenya. Utilizing a descriptive research design, the study targeted a population of 12 principals, 24 teachers, 480 parents, and 480 students, with a final sample of 160 respondents, including 4 principals, 96 Form 3 students,

12 teachers, and 48 parents and the data was collected through questionnaires and interviews. The findings revealed that parental involvement in terms of school fee payment and both home and school-related support significantly influenced students' academic performance. The study also highlighted that the implemented school strategies effectively enhanced parental support. The research concluded that parental support has a considerable impact on the academic success of students from nomadic families and recommended implementing further measures to improve parental engagement in education. The study identifies a gap in the specific focus on parental support in this unique context, suggesting that more targeted strategies are needed to boost educational outcomes for these students. The study used descriptive research design while the current study employed concurrent mixed approach with an approach of concurrent design. Besides, the study was carried out in Wajir County in general while the current study was conducted in Wajir specifically Wajir East Sub-County Wajir county.

2.4 Parental Participation in Decision Making on Learners' Academic Performance

Parental participation in decision making, such as through school councils and committees, can facilitate better decision making and advocacy for children's educational needs. This collaborative approach helps create a conducive environment for learning. Overall, parental participation in decision making plays a vital role in enhancing learners' academic performance by fostering a supportive educational environment and promoting engagement in the learning process.

Parental participation in decision making on learners' involvement in Iranian pupils' Finnish language learning highlights the challenges immigrant parents encounter in engaging with their children's education, including language barriers and cultural differences. According to (Pirsahebdel, (2024) examined a study on parental participation in governance on Iranian pupils' Finnish language learning at the Primary School levels in Finland. Data collection was through in-depth, semi-structured interviews conducted with twelve Iranian parents whose children were engaged in Finnish language learning at the primary school level in Finland. Each interview was audio-recorded,

translated, and transcribed verbatim for subsequent analysis. Utilizing a qualitative approach, the data analysis employed a content analysis method to extract key themes and insights from the interview transcripts. The findings underscored the collective acknowledgement among Iranian parents of the paramount significance of their engagement in fostering their children's Finnish language development. While the cited study was purely qualitative, the current study employed both qualitative and quantitative approaches. This methodological combination not only allowed for a deeper exploration of parents' perceptions and lived experiences but also enabled the quantification of patterns and trends across a larger sample. By integrating numerical data with rich descriptive narratives, the study provided a more holistic understanding of parental communication and involvement, strengthened the validity of the findings, and facilitated the formulation of evidence-based recommendations relevant across diverse school settings.

Koepp, Gershoff, and Marteleto, (2022) examined a study on parental participation in decision making on children's academic achievement; evidence from a census of public-school students in Brazil. The study mainly focused on the fifth and ninth grade students enrolled in public schools. Data collection was done through census of public schools' students in Brazil. The study findings noted that parental participation in governance was linked directly to student's achievements through students' completion of homework. The more parents were involved, the more students completed their homework, which was associated with higher academic achievements. Further, parents at every level of formal education supported their children's academic achievements with more educated parents engaging in more behaviors that encouraged schooling. The study highlighted the importance of parental governance and involvement in enhancing academic performance; however, it was conducted in Brazil. This revealed a geographical gap, which the current study addressed by focusing on the Kenyan context. By examining parental involvement in Kenya, the study not only localized the insights but also expanded the understanding of how governance and

parental participation influence learners' academic outcomes in different socio-cultural and educational settings.

Ackah-Jnr, (2021) examined the role of parental participation in decision making on learners' academic performance in Ghana. The study was conducted in rural areas of Ghana, specifically in the Effutu Municipality. The study target population included parents, teachers, and members of school management committees in rural schools. The study sample size was a small-scale qualitative study that involved focus group discussion with 16 participants and individuals with 8 participants. The study findings noted that despite the formal structures for parental engagement, many parents faced barriers such as socioeconomic constraints and misunderstanding with school authorities, which limited their involvement in school governance. The study established that the parental role in governance positively influenced the academic performance of learners in Effutu Municipality. However, it revealed a methodological gap, as it relied solely on a small-scale qualitative approach that involved focus group discussions. To address this gap, the current study employed both qualitative and quantitative approaches in the collection and analysis of data, thereby providing a more comprehensive and reliable understanding of the influence of parental governance on learners' academic outcomes.

On the other hand, Oni and Osuji, (2024) conducted a study on the role of parents in decision making and enhancing academic performance of learners' public secondary schools in Nigeria. The study target population was 132 respondents participated, including 90 students, 12 school administrators and 6 parents. Data collection was mainly structured questionnaires. Data analysis was carried out using Pearson's Product Moment Correlation Coefficient, which primarily established the relationship between parental governance and school management. The findings revealed that the parental role in decision-making had a positive impact on students' academic performance. However, that study relied exclusively on structured questionnaires for data collection, which limited the depth of insights obtained. In contrast, the current study employed both

questionnaires and in-depth interviews, thereby integrating quantitative rigor with qualitative richness. This mixed approach not only enhanced the validity of the findings but also provided a more comprehensive understanding of how parental governance influences learners' performance, effectively addressing the methodological gap.

Godson, Gwambene, and Mwachombela, (2024) clearly highlighted the role of parents in enhancing academic performance among public secondary schools at Nyamagana District, Tanzania. The study employed the mixed research approach to organize the qualitative and quantitative data so as to deal with the research problem. The study sample size was 88 students whereby simple random sampling was used to select them. Purposive sampling technique was used to select the DEO, WEO and some teacher and parents were selected through convenient sampling technique. Data collection was done through administration of research questionnaires and interview schedules. The findings concluded that the role of parents, particularly in decision-making, significantly enhanced students' academic performance. Consequently, it was recommended that schools should regularly organize seminars and workshops for parents to sensitize them on the importance of their participation in school-related programs that promote their children's academic success. Although this study was conducted in Tanzania, it provided a useful foundation for the current research, which investigated the influence of parental involvement on learners' academic performance in public primary schools in Wajir East Sub-County, Wajir County, Kenya.

Additionally, Macha and Makundi, (2024) examined a study on the significance of the role associated with parental decision making on students' academic performance among Ward Secondary Schools in Dar Es Salaam City Council. The study specific objectives included; to investigate the effects of parental social support on students' academic performance among Ward Secondary School in Dar es Salaam; to investigate how parental social support to students' cognitive development can improve students' academic performance. The study was guided by the Parental Involvement Theory which mainly focused on devotion of resources by the parents within the same

domain. The study sample size consisted of 97 students, 52 parents, 10 head teachers and 20 teachers. Data presentation was in form of charts, tables and figures. The study findings noted that parent social support in term of decision-making program significantly enhanced students' academic performance. This support could include emotional encouragement, supervision of homework, and participation in school activities. Unlike the cited study, which applied the Parental Involvement Theory, the current study was anchored on Epstein's Theory of the Comprehensive School Performance Model, which helped to bridge the theoretical gap.

Children's holistic growth and development are solely dependent on the engagement of their parents and caregivers in providing appropriate nourishment. According to Jeruto, Kisilu, and Kabesa, (2024) examined a study on parental roles on academic performance of Learners in Pre-Primary Schools in Kakamega County, Kenya. The study was founded on the pragmatic philosophical research paradigms and applied a mixed methods research design. The study was guided by Epstein theory of topology on parental engagement. The study target population was 120 head teachers, 120 teachers, and 120 parents were chosen using census, systematics, and convenience selection, respectively to provide a sample size of 360 for the study using 30% of the target population. Thematic analysis was done along the study objectives and story presentations were made with the qualitative data. Quantitative data were inferentially analyzed using Pearson's correlation coefficient and simple linear regression to test the null hypotheses. The study found that a positive parental role in decision-making improves students' academic performance. This finding formed the basis for the current study, which sought to establish the influence of parental involvement on the performance of learners in Wanjir East Sub-County, Wanjir County, Kenya.

2.5 Parents' Involvement in Learners' Learning at Home and Academic Performance

Parents can create a supportive learning environment by encouraging good study habits, setting aside time for reading, and discussing school activities. This environment fosters self-discipline and focus, leading to greater academic success. Overall, parental involvement in learners'

learning at home is a critical factor in enhancing academic performance by fostering a supportive environment, promoting cognitive development and strengthening relationships between students, teachers, and parents.

The study by Al Hassan et al. (2024) explored how various factors influence adolescents' academic identity and school performance across different cultural contexts. Utilizing longitudinal data from adolescents and their parents in nine countries (China, Colombia, Italy, Jordan, Kenya, the Philippines, Sweden, Thailand, and the United States), the research collected data from 1083 mothers and 859 fathers when adolescents were 16 years old, and from 1049 adolescents and 1001 mothers and 749 fathers when adolescents were 17 years old. Multiple-group path analyses revealed that higher parental education was linked to better school performance across cultures. However, while parents' attitudes toward school and support for learning at home were not directly associated with school performance, they positively impacted adolescents' academic identity. The study highlights distinct pathways influencing academic identity versus performance, suggesting that while parental education is crucial for academic achievement, fostering a supportive learning environment and positive attitudes is vital for developing a strong academic identity. The research underscored the need for tailored strategies to support both academic identity and performance, but further investigation is needed into the specific mechanisms and cultural differences affecting these relationships. While this study used longitudinal data, the current used both quantitative and qualitative so as to ensure in-depth information has been reaped from the findings. Additionally, the study expounded on the various factors that influence adolescents' academic identity and school performance across different cultural contexts however, the study sought to address this gap by identifying the influence of parents' Involvement in learners' learning at home and academic Performance in Wajir East Sub- County Wajir County Kenya.

Another study was conducted in Turkey by Ates (2021) the study focused on examining the impact of parental involvement on students' academic achievement through a meta-analysis

approach. A total of 53 studies met the inclusion criteria, which required research to feature a quantitative measure of the relationship between parental involvement and academic achievement involving primary, secondary, or high school students. The methodology involved converting correlation values from these studies into Fisher z values and analyzing the average effect size using the Comprehensive Meta-Analysis V3 (CMA) program. Findings indicated a positive effect of parental involvement on academic achievement, with no significant differences observed in this relationship across various course areas, school levels, or geographical regions. The study recommends strategies for enhancing parental involvement and suggests directions for future research to explore additional variables that may impact this relationship. However, gaps remain in exploring how specific types of parental involvement or differing cultural contexts might influence the strength and nature of the relationship between parental involvement and academic achievement. The study was done in a Turkish educational setting, and different cultural context besides the study also focused on secondary schools while the current study was done in public primary schools in Wajir East Sub- County Wajir Kenya.

A study carried out in Rwanda by Habyarimana and Andala (2021) explores the impact of parental involvement on student discipline within Rwandan schools. The study used an explorative, descriptive survey, and correlational design, the study sampled 200 respondents from a target population of 400, including head teachers, teachers, parents' representatives, and students. Data were collected through questionnaires and interviews, analyzed using both quantitative and qualitative techniques. Findings suggest that effective parental involvement positively impacts student discipline, contributing to a more functional and less disruptive school environment. Both simple random sampling technique, stratified sampling technique and purposive sampling techniques were used.

The study recommends enhanced collaboration between parents and schools to improve discipline. However, the study might benefit from exploring long-term impacts of parental

involvement and examining the role of cultural factors in discipline practices. Nevertheless, the study focused on the impact of parental involvement on students' discipline whereas the current study sought to look on the parents' involvement in learners' learning at home and academic performance. This was done so as to close the knowledge gap. This study was guided by two behaviorism theories of school discipline. Such theories were behaviour modification theory and assertive behavioral theory. The study was done in Rwanda while this study was done in Kenya Wajir East Sb-County to cover the geographical gap.

In Kenya, the influence of learning at home on learners' academic performance has been a topic of interest especially when it comes to parental involvement which seriously affect retention rates in the schools. A study carried out by Ngesu and Atieno (2019) aimed to explore the impact of home and school-based factors on pupils' academic performance in the Kenya Certificate of Primary Education (KCPE) in Makadara Sub-County, Nairobi County. Employing an ex-post facto design, the research investigated existing conditions and their potential causes, analyzing data from 240 teachers, 39 Parents Association members, and 150 pupils from classes 6 and 7 using questionnaires and interviews. Both qualitative and quantitative analyses were performed using SPSS, revealing that a significant factor influencing KCPE performance was the parental level of income (60%), alongside the availability of physical facilities and teaching resources.

The study recommended that parents should create a supportive home learning environment and provide essential learning materials regardless of income level. Additionally, it suggested that the government should increase funding for improving teaching resources and physical facilities in public primary schools. The study is grounded in the theory that both familial and institutional support are crucial for academic success. However, it does not address the potential impact of individual student characteristics or specific teaching practices, indicating areas for further research. Besides, the study used ex-post facto design and was carried out in Makadara Sub-County within Nairobi County, while this study was done using Mixed method design in Wajir East – Sub County,

Wajir County-Kenya, a totally different geographical area, with different social economic activities, cultural context, an area with pastoralist, illiterate people and poor living standards. This study sought to close these knowledge and contextual gaps by conducting a detailed study to establish if the same phenomenon is present in public primary schools in Wajir East Sub- County.

Study conducted to Odhiambo, (2020) examined a study on parental involvement on academic performance of pupils' primary schools in Rachuonyo South Sub-County, Kenya. The demand has made all stakeholders explore areas that can contribute to academic achievements to enhance pupils' development in the society. The study was guided by Bronfenbrenner (1979), Ecological System Theory of Development. The study adopted Sequential Explanatory design. The study target population consisted of 300 teachers, 1210 parents, 75 head teachers, and 1210 pupils drawn from 75 pupil primary schools. Stratified sampling technique was used to select 23 primary schools. Simple random technique was used to select 230 pupils and purposive sampling was used to select 50 parents, 23 head teachers, and 90 teachers. The study revealed that economic hardships, religious practices, environmental conditions, and policy issues significantly impact students' learning activities. Recommendations included targeted interventions to address these challenges and modifications in instructional approaches to better meet students' needs. The research highlights a gap in comprehensive strategies to integrate these findings into actionable policies for improving educational outcomes in the region which raised the need for this study to address the gaps.

2.6 Influence of Parents' Volunteering on the Learners' Academic Performance

The influence of parents' volunteering on learners' academic performance in public primary schools is a topic that has been examined in various contexts globally. A study by Boonk et al. (2018) reviews the research literature on synthesizing findings from 75 studies published between 2003 and 2017. Methodologically, the study employs a comprehensive literature review, categorizing and analyzing research based on age-related classifications and identifying moderating and mediating variables. The sample consists of previously published studies rather than direct

participants, making the review extensive but secondary. Theoretical frameworks include theories on parental involvement and its effects on educational outcomes, such as the Ecological Systems Theory and Social Capital Theory, which frame the study's analysis. Findings highlight that variable such as reading at home, high parental expectations, communication about school, and parents volunteering and encouragement significantly correlate with improved academic achievement. Gaps identified in the study include the need for a more nuanced understanding of how these variables interact across different educational stages and cultural contexts, as well as the exploration of less studied aspects of parental involvement that might impact academic success. While this study sheds a lot of light on the current study, it was carried out to assess the relationship between parental involvement and students' academic achievement, the current study sought to assess the influence of parents' volunteering on the learners' academic performance in Wajir East Sub – County thereby closing the knowledge gap and geographical gap.

A study was conducted by Pek and Mee (2020) to investigate the role of parental involvement in children's education during the COVID-19 pandemic in Selangor, Malaysia. The research utilized a mixed-methods approach, including questionnaires and phone interviews with a sample of 10 parents and 5 teachers from a local primary school during the Movement Control Order (MCO). The findings highlight that while parental involvement significantly impacts children's academic achievement, many parents struggled to engage effectively with their child's education both at home and in school. The study emphasizes the need for schools to implement strategies that encourage and support parental participation. It identifies gaps in current parental engagement practices and suggests that improving these strategies could enhance children's social relationships, self-esteem, and academic outcomes. This study was done in Malaysia which has a different educational background. Besides the study was carried out during Covid- 19 time. This study was done in Wajir East Sub- County Kenya to fill this gap.

The study by Alam (2023) examines the impact of parental socioeconomic status on children's school readiness in Bangladesh's early childhood education (ECE) settings. Employing a case study methodology, the research collected data through interviews with 68 parents, 25 supply-side stakeholders, and classroom and school observations. The study reveals that parental involvement, significantly influences children's preparedness for school, with private tutoring emerging as a prevalent strategy due to limited parental engagement. Key findings indicate that inadequate training for ECE instructors and minimal parent-teacher interaction exacerbate parental unawareness regarding their child's readiness. The research identifies critical areas for improvement in ECE settings, such as enhancing learning materials, environments, curricula, and peer interactions. Despite these insights, the study highlights gaps in addressing the broader systemic factors contributing to these issues and the need for more comprehensive interventions to bridge the intellectual divide among young children. The study was done in Bangladesh early childhood education setting while the current study was done in Wajir investigating parents' volunteering on learners' academic performance in public primary school. Therefore, the study was intended to fill this age gap as well as geographical gap. The revealed study did not also indicate the theory used, this study employed Epstein's theory, so the study sought to cover the theoretical gap.

Additionally, parental volunteering offers extra support for teachers and learners. Parents who volunteer in classrooms can provide personalized assistance, which is especially valuable in settings where teachers may struggle to address the needs of every learner due to large class sizes (UNICEF Bangladesh, 2024). This additional support can create a more effective learning environment and lead to better learner outcomes.

In Bangladesh, a range of initiatives have been introduced to enhance parental engagement, highlighting the increasing recognition of its role in education. Government- and NGO-supported programs focus on empowering parents through training, workshops, and community activities (Directorate of Primary Education, 2022; BRAC Education Program, 2023). These efforts aim to

bridge the gap between home and school, creating an environment where parental involvement, including volunteering, can greatly influence learners' academic achievement.

However, challenges persist, including socio-economic disparities, varying levels of parental education, and time constraints, which can affect the extent and effectiveness of parental involvement (World Bank, 2023). While these studies provide valuable insights into parental engagement in Bangladesh, there remains limited empirical evidence on how parental involvement, particularly in decision-making and school-related programs, affects learners' academic performance in the Kenyan context. This gap provided the foundation for the current study in Wanjir East Sub-County, Kenya.

Understanding these dynamics is crucial for developing targeted interventions that address specific barriers and leverage parental support to improve educational outcomes. The above study was done in Bangladesh where social- economic challenges and class sizes often limit parental involvement, and NGOs and government initiatives aim to address these issues by engaging parents in school activities while this study was done in a very different geographical, and cultural area in Kenya, Wajir County which faces severe social- economic challenges, including extreme poverty, high illiteracy rates, and significant cultural practices related to gender and community norms can restrict parental involvement and volunteering. There is limited documentation and fewer targeted programs for parental involvement in Wajir County. This is why the study sought to investigate the influence of parental involvement on learners' academic performance in public primary schools in Wajir-East Sub County, Wajir County -Kenya.

As in many other countries, the role of parents extends beyond the home environment to actively participating in school activities. This engagement can significantly influence learners' academic performance and overall educational experience. A study by Jele (2023) investigated leaving examinations using a descriptive design with a mixed-methods approach. Surveying 258 randomly selected schools out of 757, the study achieved a 73% response rate from 302 out of 416

participants. The research found that various factors, such as teacher qualifications and training, significantly impact student performance. The demographic profile revealed that 59.3% of respondents were female and 35.3% were aged 41-50, with nearly half (49.0%) of teachers in entry-level positions. The study highlighted a need for enhanced teacher training and career development, addressing disparities in teacher qualifications and experience. The findings resonate with Epstein's theory of parental involvement, emphasizing the role of family and community engagement in educational success, and reflect behaviorism's focus on systematic instruction and reinforcement. The study's mixed-methods approach combining quantitative surveys and qualitative interviews provided a comprehensive view of the factors influencing student performance and underscored the need for further research into specific influences on academic achievement. This study investigated the factors affecting primary school students' performance in Agriculture on Botswana's primary school while the current study focused on a single grade but was done in a public primary school to fill this knowledge gap.

Additionally, Kgosidintsi and Matshelane (2023) conducted another study in Botswana, which suggests that parental involvement activities such as assisting with homework, participating in school events, and engaging in classroom volunteering can provide extra support to teachers and students. This involvement helps address individual learning needs and reduces teacher workload. This additional support can lead to a more personalized learning experience and improved academic performance. Socio-economic conditions in Botswana, such as income disparities and employment demands, can impact parents' ability to volunteer. Limited time and resources can restrict the extent of parental involvement in schools. Their study investigated the workshop training to facilitate parental involvement in their children's mathematics educational performance. The researcher used both qualitative and quantitative approach but does not indicate the sampling technique used. The study findings indicate that participation in parents' workshops on parental involvement was useful in fostering a conducive home mathematics environment and effective home-school partnership.

Like the above study, it was also limited to only one subject that is mathematics, the present study used mixed approach, simple random sampling and purposive sampling techniques to investigate the influence of parental involvement on learners' academic performance in public primary schools in Wajir East Sub- County Wajir County Kenya, to find out if parents volunteering influence academic performance not only in mathematics but in all activity areas.

Ssenkasi and Ssali's (2023) study explored the relationship between parents' provision of scholastic materials and pupils' academic performance in selected primary schools in Kyotera Town Council, Uganda. Employing a cross-sectional survey design with both qualitative and quantitative approaches, the researchers used census and purposive sampling techniques to select 71 teachers and 4 head teachers. Data were collected using a Likert scale questionnaire for teachers and an interview guide for head teachers, with instrument validity at .86 and reliability at .948. Descriptive data were analyzed using SPSS, and a Pearson Product Moment correlation coefficient analysis revealed a moderate correlation.

The study concluded that disparities in the availability of scholastic materials among students contribute to differences in academic outcomes. It recommended that parent-teacher associations (PTAs) ensure equitable provision of basic materials to enhance learning efficiency. However, the study primarily focused on the provision of scholastic materials, leaving a gap in understanding the broader dimensions of parental involvement, such as decision-making, supervision of homework, and participation in school-related programs, and their influence on learners' academic performance.

The current study sought to fill this gap by examining the wider scope of parental involvement and its influence on learners' performance in Wanjir East Sub-County, Kenya, thereby extending the discourse beyond material provision to include holistic parental engagement in the education process.

Parental involvement, including volunteering, has a beneficial impact on students' academic achievements. Studies indicate that active engagement by parents in school activities leads to

improved academic results, increased motivation, and better behavior among learners (Wambui, 2021). Volunteering helps in building strong relationships between teachers and parents. This collaboration creates a supportive environment that can lead to more effective teaching and learning. When parents volunteer, they become more aware of the curriculum and instructional methods, which enhances their ability to support their learner's education at home (Kibombo, 2023). However, if the school lacks sufficient learning materials, even active parental involvement may not be enough to improve academic performance significantly. Nevertheless, Volunteer efforts can help bridge resource gaps in public primary schools, for this reason this study investigated the influence of parents' volunteering on learners' academic performance in Wajir East to fill the geographical and contextual gap.

In Kenya, children from supportive family environments generally achieve better academic performance compared to those from less supportive backgrounds. Parents from various occupational backgrounds, for example, tend to employ different child-rearing practices, discipline methods, and responses to their children. The study by Gichaga (2023) investigates the determinants of mathematics performance among girls in public primary schools in Isinya Sub-County, Kajiado County, Kenya. The sample comprised 208 respondents drawn from a target population of 33 head teachers, 80 mathematics teachers, and 325 seventh-grade girls. Employing both quantitative and qualitative methodologies, the study utilized questionnaires and interview guides for data collection, with qualitative data analyzed thematically and quantitative data analyzed using descriptive and inferential statistics via SPSS. The study was grounded in the academic achievement theory and the dynamic theory of school variables. Findings revealed that teacher-related factors such as experience and competency, girl-related factors including negative attitudes and peer pressure, and school-related factors such as inadequate facilities and resources significantly impacted girls' performance in mathematics.

Recommendations included enhancing teacher training, adopting multidimensional approaches to improve girls' attitudes towards mathematics, and providing better educational resources and infrastructure. Despite these insights, the study did not extensively address the long-term impacts of these interventions or consider external factors beyond the school environment that might influence girls' performance in mathematics. This study focused only on single sex, the girl's mathematics performance while the current study focused on both girls and boys in public primary schools in Wajir East Sub- County to fill this knowledge gap.

The study by Mwarari et al. (2020) critically investigates how socioeconomic predictors such as family size, household income, and parents' level of education influence parental involvement and its implications on teaching and learning in rural Kenyan schools. Utilizing a mixed-methods approach, the researchers collected data from parents, teachers, and school administrators through surveys and interviews. They applied Social Capital Theory and Ecological Systems Theory to understand the impact of these socioeconomic factors on educational outcomes. The findings highlighted that large family sizes and low household incomes significantly hinder parents' ability to support school-related expenses and educational activities, while lower educational levels among parents affect their engagement in their children's learning.

The study recommends policy interventions to support financially disadvantaged families, programs to improve parental education and engagement, and better resource allocation to address these disparities. Besides, in this region where the level of parental engagement in their learners schooling often correlates with the economic resources and social status of families. Families with higher social economic status typically have more resources to invest in their children's education. Conversely, families facing economic challenges may struggle to provide such support, which can impact their academic performance and overall educational attainment. However, due to nomadic lifestyles of most parents in rural areas of Wajir County, their low social economic background and level of education to the parents, their parental involvement and support of their children's education

has often been dismal as livestock is considered more important than education and this may result in poor academic achievements. This is the reason why this study was meant to investigate the influence of parental involvement on academic performance on learners in public primary schools in Wajir Sub- County Wajir- Kenya.

A study carried out by Mutava et al., (2023) explores how menstruation taboos and cultural beliefs affect girls' education completion rates in public primary schools in Wajir North Sub-County, Wajir County, Kenya. Utilizing a mixed-methods approach with a convergent research design, the researchers employed systematic random sampling, two-stage cluster sampling, automatic inclusion, and purposive sampling to gather data from 4 public primary schools, 1 education official, 4 head teachers, 24 teachers, 39 class eight girls, and 6 women whose education had been disrupted by cultural practices. The study was guided by Radical Feminist Theory. The study combined quantitative data collected through questionnaires and qualitative data gathered via interviews. Findings indicate that menstruation taboos and beliefs negatively impacted girls' school completion rates due to stigmatization, harassment, forced marriages, and pregnancies, hence leading to school dropout and low academic performance. The study recommends that the government implement community-based sensitization programs to address these taboos and improve girls' educational outcomes. Despite these insights, the study's limitations include a lack of broader geographic scope and potential biases in self-reported data, which could affect the generalizability of the findings. To this end this study investigated the influence of parents' volunteering on learners' academic performance.

While previous research has highlighted the negative effects of cultural practices on girls' education in Wajir North Sub-County, there is a gap in understanding how parental engagement, specifically through volunteering, influences academic outcomes in other sub-counties within the same region. This study sought to address this gap by investigating the impact of parental volunteering on academic performance in Wajir East Sub-County, Wajir County. By focusing on this

area, the study aimed to provide insights into how increased parental involvement might help overcome educational challenges and improve learning outcomes in a different context within the same region.

2.7 Summary of the Literature Review

The literature review was grounded in Vygotsky's Socio-Cultural Theory which posits that children's intellectual development is shaped by interactions with community members, including parents and teachers. The theory emphasizes on the importance of social interactions. Effective communication between parents' children and teachers is crucial for aligning educational goals and fostering a supportive learning environment.

Globally, Ariani et al. (2022) examined a study in Indonesia demonstrated that increased parental involvement in online integrated character education programs positively impacted students' cultural education. In USA, Jaynes (2022) noted that meta-analysis in the USA highlighted the link between effective parent-child communication, parental expectations, and interactions with teachers and improved outcomes. Simwebela et al. (2020) examined a study in Zambia found a positive association between higher levels of parental involvement and improved learner performance in rural basic schools. A study in Finland, highlights the challenges immigrant patients encounter in engaging with their children's educations, including language barriers and cultural differences.

From Kenyan context, Amunga et al. (2020) examined a study in Kakamega and explored the implementation of the CBC and found that while parents were expected to collaborate with teachers, they were hesitant to fulfil these roles. On the other hand, Noor (2021) alluded that in Wajir County, Kenya focused on nomadic families and revealed that parents support significantly influenced students' academic performance.

2.8 Knowledge Gap

Several studies were conducted in different geographical areas (Philippines, Indonesia, USA, Zambia, and Finland) with different educational systems and cultural contexts. There was a need for research specifically focused on the Kenyan context, particularly in Wajir East Sub-County, Wajir County. Some of the studies employed specific methodologies that may tend to have limitations in capturing the nuances of participants' experiences of the contextual factors influencing the results. The current study used a mixed-methods approach to provide both statistical rigor and in-depth contextual insights. Some of the studies excluded the opinions of teachers and children. The current study aimed to include teacher and learner dimensions to provide a more comprehensive and less biased understanding.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter explains the research design and methodology that was used in this study. It is organized in the following sections: research design, location of the study, study population, sample and sampling technique, research instruments, validity and reliability of the instruments, data collection procedures, data analysis techniques. The chapter also discusses the ethical considerations that were used by the researcher.

3.2 Research Design

A research design is defined by McCombs (2021), as a plan for collecting, analyzing, and interpreting data to answer research questions. The study used a concurrent mixed methods design, allowing the researcher to gather and analyze both quantitative and qualitative data simultaneously during the same research phase. The researcher applied a cross-section survey to gather quantitative data, while phenomenology was employed to collect qualitative data. This dual approach was used because it is considered suitable for the study, as it enables the researcher to explore the research problem from various perspectives. The quantitative approach provided statistical evidence, while the qualitative approach offers context and deeper insight as recommended by (Creswell & Creswell, 2023).

3.3 Location of the Study

The study was conducted in public primary schools in Wajir East- Sub County, Kenya. There are 13 public primary schools in the Sub- County (Basic Education Statistical Document, 2021). Wajir East Sub-County is situated in the northeastern region of Kenya, within Wajir County. Parental involvement plays a crucial role in enhancing learners' academic performance. However, in regions like Wajir County, Kenya, where nomadic lifestyles are prevalent, parental engagement in education often faces challenges. In Wajir County, there is high level of dropout rates, need for

strategies to enhance academic performance, and low educational attainment levels (Dingili & Yungungu, 2023).

3.4 Target Population

Burns and Grove (2021) define a target population as the entire group of individuals or entities that a researcher intends to study. Records from the Wajir East Sub-County Education Office indicated that the sub-county had 13 public primary schools with a total of 312 teachers.

Accordingly, the target population for this study comprised 13 schools, 13 head teachers, 13 parent representatives, 312 teachers, 256 Grade Six learners, and the Sub-County Director of Education.

Grade Six learners were specifically included in this study because they are at a pivotal stage in their educational journey, transitioning from lower primary to junior secondary school under the Competency-Based Curriculum (CBC). At this stage, they are preparing for the Kenya Primary School Education Assessment (KPSEA), which is a key milestone in assessing their competencies and readiness for the next level of education. Given the developmental and academic demands of this stage, examining the influence of parental involvement on their performance provides valuable insights into how home-school collaboration can enhance learner outcomes and support a smooth transition to junior secondary education.

The inclusion of head teachers in this study was based on their critical administrative and leadership roles, as they are responsible for overseeing school operations, monitoring teacher performance, and ensuring that students achieve desired learning outcomes. Their perspectives were valuable in providing insights into school policies, governance practices, and strategies that promote parental involvement and academic success.

Teachers were included because they are the primary implementers of the curriculum and play a central role in delivering instructional content and supporting learners' academic growth. Their daily interactions with students and parents position them uniquely to provide firsthand

experiences on how parental involvement influences learners' academic performance and competency acquisition under the Competency-Based Curriculum (CBC).

The Sub-County Director of Education was involved as a representative of the Ministry of Education, tasked with supervising and supporting schools to ensure adherence to national education policies. Their insights offered a broader, system-level perspective on how parental engagement policies and practices are integrated into school operations and how these practices affect learner outcomes.

Parent representatives were included in this study because they serve as a formal link between the wider parent body and the school administration. Unlike individual parents, representatives hold delegated responsibility to voice collective concerns, share feedback, and participate in decision-making processes. Their insights reflect not only personal experiences but also the perspectives and challenges of the broader parent community. By involving parent representatives, the study ensured that the findings captured organized parental engagement, leadership roles in school governance, and collaborative efforts that influence learners' academic performance and motivation.

3.5 Description of Sample and Sampling Procedures

The primary goal of sampling is to allow researchers to select a sample that accurately reflects the characteristics of the broader target population from which it is drawn. Mills (2022) describes a sample as a smaller group selected from a larger population for data collection purposes, while sampling refers to the statistical process used to select this smaller group. To effectively obtain the required sample, the researcher in this study employed both probability and non-probability sampling methods at different stages. These approaches aimed to secure a sample that accurately represented the target population within the schools in Wajir East Sub-County, Kenya.

3.5.1 Sampling of Schools

The study used simple random sampling technique to select the schools that were included in the study. Simple random sampling was used because public primary schools are mixed and day and therefore considered homogeneous. The researcher got a list of public primary schools from the sub-county director of education in Wajir East Sub-County. The list comprised of 13 public primary schools. The schools were selected and assigned numbers. The researcher then selected the numbers assigned to schools randomly until 4 schools are attained, which was 30% of the targeted schools. This number was appropriate for the study, following the recommendation of Mugenda and Mugenda (2013) that when the study population is less than 10, 000, a sample size of between 10 and 30% is a good representation of the target population.

3.5.2 Sampling of Head Teachers

The study used non-probability sampling, specifically purposive sampling, to include all four head teachers from the selected public primary schools. Purposive sampling was employed based on Kombo and Tromp's (2018) argument that it is suitable for selecting cases that provide comprehensive information relevant to the study. Head teachers were chosen because, as school administrators, they manage daily operations and were therefore well positioned to provide valuable insights for the study.

3.5.3 Sampling of Teachers

Statistics from the office of the Sub-County Director of Education, indicated that there are a total of 312 teachers across 13 public primary schools in Wajir East Sub-County. However, this study employed census sampling to include all 65 teachers from the 4 selected public primary schools. Census sampling as argued by Raghunath (2017) involved collecting data from every member of the target group, rather than selecting a sample, to ensure comprehensive representation and eliminate sampling error. This approach ensured that teachers who were directly involved with

Grade Six learners and who could provide meaningful insights into parental involvement and its influence on academic performance were all included in the study.

3.5.4 Sampling of learner

To determine the sample size of learners, proportionate sampling was employed to ensure that the number of learners selected from each school was proportional to the total number of learners in each school. The Yamane (1968) formula was thus used to calculate the sample size, as shown below:

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

Where; n = required responses/sample population

e^2 = error margin N = Target Population

N= 256 $e^2 = 0.05$

Sample Size

$$n = \frac{256}{1+256(0.05)^2}$$

$$n = \frac{256}{1+256(0.0025)}$$

$$n = \frac{256}{1+0.64}$$

$$n = 156.0975 \approx 156$$

The sample size of 156 was used to get the number of student participants per school. The researcher categorized boys and girls and then selected participants proportionately to ensure a

gender balanced representation. The final selection of the participants was done randomly through the use of the score cards. The scorecards were labeled “Yes” or “No,” folded, and placed in a box. The researcher then picked them at random until the required number of 156 was reached. Students whose cards were labeled “Yes” were included in the study. This sampling method ensured that all learners in the selected schools had an equal chance of participating, regardless of their background.

3.5.5 Sampling of Parents (Parent Representatives)

The study employed purposive sampling to include all parent representatives from the sampled schools, resulting in a total of four parents. Their inclusion was based on their critical role in representing parents’ interests during meetings with school administrations and participating in decisions regarding school programs, policies, and learner welfare. Their perspectives were essential in providing insights into the level and nature of parental involvement in school activities and its influence on learners’ academic performance. As a link between parents and schools, these representatives offered valuable information on parental engagement strategies, challenges to enhancing involvement, and opportunities to strengthen collaboration between parents, teachers, and administrators to improve educational outcomes in public primary schools in Wajir East Sub-County, Wajir County.

3.5.7 Sampling of Sub-County Directors

The study employed purposive sampling to include the Sub-County Director of Education (SCDE) as a key participant. The inclusion of the SCDE was deemed essential because this office is responsible for overseeing the implementation of education policies, coordinating school activities, and monitoring adherence to national curriculum and quality standards across schools in the sub-county. The Sub-County Director also plays a critical role in promoting stakeholder collaboration, including parental involvement, to improve learner outcomes. Their insights provided valuable information on strategies, challenges, and opportunities for strengthening parental engagement in

public primary schools, making their contribution crucial to understanding factors influencing learners' academic performance in Wajir East Sub-County, Wajir County.

Table 1: Target Population, Sample Size and Sampling Technique

Category	Target Population	Sample size	Sampling Technique	Percentage (%)
Schools	13	4	Simple random sampling	30.7
Head Teachers	13	4	Purposive Sampling	30.7
Teachers	312	65	Census Sampling	21
Learners	256	156	Proportionate and simple random sampling	61
Parents	13	4	Purposive Sampling	100
Sub-County Director	1	1	Purposive Sampling	100

3.6 Description of Research Instruments

According to Smith and Jones (2023), research instruments are systematically designed tools used to gather empirical data from subjects. These tools are crucial for maintaining the reliability, validity, and consistency of the data collected in research. They may be quantitative, such as standardized tests and scales, or qualitative, including interview protocols and observational frameworks. The current study made use of the questionnaires and interview guides to obtain relevant data from the participants.

3.6.1 Questionnaires for Teachers

Questionnaires are tools used in research that consist of a set of carefully crafted questions to obtain information from participants (Sharma, 2023). Both open and closed-ended questions were used in this study to collect data from teachers. Each question in the questionnaire was designed to address specific objectives and research questions. The questionnaire was designed after a critical theoretical and empirical review of literature in relation to parental involvement on learners' academic performance in public primary schools in Wajir East Sub-County, Wajir County, Kenya.

The questionnaire was based on the research objectives and had six sections. The first section collected demographic information about respondents in Wajir County. The other four sections were dedicated to the four independent variables (parental involvement in communication, parental involvement in school governance, parental involvement in the completion of assignments at home, and parents' volunteering in school activities on learners). Both closed and open questions were used in the questionnaires. Five-point Likert scale questions were used to assess the level parental involvement on learner's academic performance.

After pilot testing the questionnaire, the final questionnaire was drafted incorporating the recommendation from the pilot test. Afterwards, data collection commenced. The first step was to sample the respondents from the sampling frame provided by the public primary schools in Wajir East Sub-County, Wajir County, Kenya. The questionnaires were dropped at each respondent's area. The date and time of collection of the filled questionnaire was agreed upon with the respondents during the time of administration. Follow up was done through e-mails, telephone or personal visits as it was deemed necessary to ensure that the respondents who were left with the questionnaires filled them. After the respondents filled the questionnaire, they were collected by the researcher.

3.6.2 In-depth Interview Guide for Head-teachers and Sub- County Director

According to Sharma (2023), interviews are a qualitative method for collecting detailed information about participants' experiences, opinions, behaviors, or attitudes. The study utilized an interview guide with semi-structured questions to allow the researcher to obtain detailed and pertinent information from the head-teachers through direct engagement and additional probing. Interview schedules were administered to head teachers and Sub- County director of education. Face-to-face interactions were conducted, during which the researcher asked questions written on a piece of paper. The responses provided by the interviewees were noted down. Moreover, the interviews were significant in obtaining useful information about personal feelings, perceptions, and opinions.

By interviewing head teachers and sub county directors, the study attained valuable insights into the current state of parental engagement and its impact on academic performance.

3.6.3 In-depth Interview Guide for the Parents

In this study, the researcher used an interview guide to collect data from parents. This in-depth interview guide included questions aimed at gathering demographic information, such as parents' age, gender, education level, marital status, and occupation. Additionally, the guide contained open ended questions regarding the influence of parental involvement on the academic performance of learners in public primary schools in Wajir East Sub-County Kenya.

3.6.4 Focus Group Discussion for the learners

Focus group discussions, according to Sushi (2024), facilitate in-depth exploration of participants' perceptions and experiences through interactive dialogue, enabling researchers to capture diverse perspectives and insights. This study utilized focus group discussions (FGDs) to collect data from learners regarding the influence of parental involvement on academic performance in public primary schools in Wajir East Sub-County, Kenya. Sachdeva (2024) argues that the ideal number of participants in a focus group discussion ranges from six to ten. This group size promotes meaningful conversation and ensures that every participant has an opportunity to contribute. Having fewer than six participants may limit the diversity of viewpoints, while more than ten can make it challenging to manage the discussion and ensure equal participation. Therefore, in the present study, the researcher conducted 25 focus group discussions, with each group consisting of no more than ten students. These discussions generated valuable qualitative data for the study.

3.7 Validity of Research Instruments

Validity is the degree to which a research instrument accurately measures what it is intended to measure, ensuring that it appropriately reflects the concepts it aims to assess (Brown & Green, 2023). This helps to determine the credibility and reliability of the results obtained using the

instrument. In the current study, the researcher ensured content and face validity before administering the instruments to participants.

These enhanced the rigor, credibility, and impact of research, ensuring meaningful contributions to knowledge. Content validity was evaluated to confirm that the questionnaire measured what it was intended to measure. This involved having a research expert review the instrument, specifically through feedback from educators at Tangaza University and the two supervisors, who assessed the content's relevance to the study area. To determine face validity, the researcher presented the research instruments to the supervisors at Tangaza University and a small group of potential participants not included in the study sample. These individuals were asked to review the instruments and provide feedback on the clarity, relevance, and appropriateness of the questions. Based on their feedback, the researcher evaluated how well the instruments seemed to measure the intended constructs and make any necessary revisions to improve their validity.

3.8 Pilot Testing

The researcher gave the research instruments to a small representative sample, identical to the actual sample used in the study. The questionnaires were piloted in four schools, involving four head teachers, eight teachers, and sixty parents in Wajir East Sub-County. When selecting participants for the pilot study, the researcher prioritized individuals who clearly understood their roles within the school, as this clarity enabled them to offer valuable feedback on the research instruments from their specific viewpoints. Furthermore, the researcher sought participants who were willing to critically assess the research tools and provide constructive feedback, as their insights were vital for refining the instruments. The pilot study was intended to enlighten the researcher on gaps, deficiencies, unclear directives, or vague questions.

3.9 Reliability of Research Instruments

Reliability refers to the consistency and dependability of a measurement or data collection method (Smith & Johnson, 2023). It is a critical aspect of research validity, meaning that if a study is

reliable, it should yield the same results when repeated under similar conditions. In this study, reliability was tested using the test–retest technique, whereby the instrument was re-administered after a two-week interval, and the scores from both administrations were correlated to identify any variations. Cronbach's alpha tests were also employed to determine the reliability of the data collection instrument. The Cronbach's alpha coefficient was computed using the Statistical Package for Social Sciences (SPSS) version 29. Cronbach's alpha provides a measure of internal consistency from a single administration of the instrument and was originally developed by Lee Cronbach in 1951 (Bhattacharjee, 2012). According to Cohen, Manion, and Morrison (2007), the Cronbach's alpha reliability coefficient typically ranges between 0 and 1, with values of 0.6–0.7 considered acceptable and values of 0.8 or higher indicating very good reliability. Following the pilot study, the researcher used SPSS version 29 to calculate the reliability coefficients of the Likert-scale items, which produced a Cronbach's alpha value of 0.833. This coefficient was deemed sufficient to establish the reliability of the research instruments.

3.10 Credibility and Trustworthiness of Qualitative Instruments

Credibility refers specifically to the confidence in the truth of the findings. It involves ensuring that the results accurately represent the participants' perspectives and experiences. Trustworthiness ensures that the findings obtained through the qualitative instruments are credible, transferable, confirmable, and dependable (Selvam, 2019). The concept address how the researchers demonstrate the reliability and validity of their data collection methods and interpretations, particularly in studies like those examining parental involvement in Wajir County's public primary schools. The researcher opted for triangulation which was significant in enhancing the credibility, depth, and overall quality of the research findings. By employing this method, researcher presented more comprehensive, reliable, and trustworthy results, ultimately contributing to a deeper understanding of complex phenomena in various fields of study.

3.11 Description of Data Collection Procedures

Data collection procedures refer to the systematic methods used to gather information for research or analysis. These procedures ensure that data is collected consistently, accurately, and ethically (Creswell, 2021). The researcher first obtained a letter from Tangaza University requesting authorization from the National Commission for Science, Technology, and Innovation (NACOSTI). This authorization enabled the researcher to seek permission from the Wajir County Commissioner. Subsequently, the researcher received approval from the Sub-County Director of Education and the head teachers to collect data in the schools. The researcher assured them that the information being gathered would purely be for academic purpose and would be treated with a lot of confidentiality.

3.12 Description of Data Analysis Procedures

In this study, data analysis began with inspecting the collected questionnaires to ensure they were correctly and comprehensively filled. Only the questionnaires that were correctly and comprehensively filled were considered for data analysis. After inspecting the questionnaires, they were coded, and the responses were entered into software for analysis. The Statistical Package for Social Sciences (SPSS) version 29 was used for this purpose. Analysis was conducted using descriptive statistics, which included percentages and frequency distributions. These methods were utilized to describe the various data collected. Qualitative data were collected using questionnaires, coded into themes, and presented in the form of narratives and direct quotations.

3.13 Ethical Consideration

Ethics in research focus on the application of ethical standards in the planning, data collection, analysis, dissemination, and use of results. As Mentes (2020) advised, ethical considerations are crucial in research to ensure that participants' rights and well-being are protected while maintaining the integrity and credibility of the research process. Several ethical considerations were observed in this study, including voluntary participation, informed consent, confidentiality, and communication of results. Voluntary participation was upheld to ensure that no respondents were

coerced into taking part in the study through misrepresentation or promises of rewards (Coolican, 2014). Respondents were fully informed of the purpose and objectives of the study, and any questions or concerns they raised were addressed. Those who declined to participate were respectfully excluded.

With regard to informed consent, the researcher ensured that every participant agreed to take part with full knowledge of the nature of the study, the type of data to be collected, and how the data would be used. Confidentiality was strictly maintained, as the data collected were used solely for academic purposes and participants' privacy was safeguarded (Robson, 2017). No personal identifiers were collected from respondents to ensure anonymity. Finally, the communication of results was handled ethically. The researcher ensured that the data were not falsified and that findings were drawn directly from participants' responses. The study further adhered to the ethical guidelines established by Tangaza University for conducting research and was carried out after obtaining a research permit from the National Commission for Science, Technology, and Innovation (NACOSTI).

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS

4.0 Introduction

This chapter presents the findings of the study in line with the research questions. It is organized into sections covering the response rates of various study participants, including head teachers, teachers, learners, parents, and the sub-county director of education. It also presents the demographic data of participants in terms of gender, age, professional qualifications, and years of experience. Finally, the chapter discusses the presentation, interpretation, and discussion of the findings in relation to the study's research questions.

4.1 Instrument Return Rates

The research instruments were administered to different study participants. These included questionnaires distributed to teachers, interviews conducted with head teachers and parents, and a focus group discussion held with the learners. 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 (%)
Head teachers	4	4	100
Teachers	65	61	94
Learners	156	148	95
Parents	4	3	75
Sub-County of Education	1	1	100

As shown in Table 2, out of the 65 questionnaires distributed to teachers, 61 were completed and returned, resulting in a response rate of 94%, which was deemed adequate for data analysis and reporting. All four head teachers of the selected schools were available for interviews, yielding a

response rate of 100%. Three out of the four parents expected for interviews participated, resulting in a 75% response rate. For the learners, 148 out of 156 were available for the focus group discussions, giving a response rate of 95%. The sub-county director of education was also available for interviews, resulting in a 100% response rate. It is important to note that, although the overall response rate was high, there were some gaps in participation.

Although there were some gaps in the response rate, overall participation was high across all respondent groups. This success can be attributed to several factors, including clear communication about the purpose and importance of the research, timely follow-ups and reminders, the use of concise and easy-to-complete questionnaires, and strong support from school leadership, all of which enhanced the participants' response rate. According to Mugenda and Mugenda (2019), a response rate of 50% is adequate for data analysis and reporting, 60% is considered good, and 70% or more is deemed excellent. Therefore, the response rates in the current study across all respondent groups were adequate and suitable for data analysis and reporting.

4.3 Respondents Demographic Characteristics

The study aimed to identify the personal characteristics of the participants, including gender, age, professional qualifications, and experience. These factors were analyzed to assess their potential influence on participants' responses regarding the influence of parental involvement on learners' academic performance in public primary schools in Wajir East Sub-County, Wajir County, Kenya.

4.3.1 Demographic Characteristics of Teachers

The researchers sought to establish the personal characteristics of teachers. This was measured in terms of gender, age, and educational background. Table 3 is the presentation of the findings.

Table 3: Demographic Characteristics of Teachers (n=61)

Item		Frequency	Percent
Gender	Male	25	41
	Female	36	59
Age Bracket	20-30year	7	11.5
	31-40 years	43	70.5
	41-50 years	8	13.1
	51 and above	3	4.9
Professional Qualification	P1 Certificate	3	4.9
	Diploma	41	67.2
	Bachelor's Degree	17	27.9
	Master's Degree	00	00

As presented in Table 3, the researcher aimed to determine the gender distribution of teachers in order to assess whether there were differences in male and female participation in rating the influence of parental involvement on learners' academic performance in public primary schools in Wajir East Sub-County, Wajir County, Kenya. The findings revealed that 59% of the teachers were females while 41% were males. This suggests a diverse teaching environment. Abonyi et al. (2024) underscore the value of gender balance, noting that male and female teachers often bring complementary instructional styles, perspectives, and problem-solving approaches. The findings of this study align with the OECD (2023) report, which noted that women constitute 80% of new tertiary graduates in education-related fields globally. However, the OECD report highlights that gender imbalances in leadership stem from persistent stereotypes and social conventions, directing women toward lower-earning fields like education while men dominate higher-paying sectors like engineering.

In the context of Wajir East, where parental involvement significantly influences academic outcomes, the gender composition of teachers may play a critical role. Female teachers, being the majority, could model resilience and academic aspiration for girls, countering cultural barriers in a

region where gender norms are pronounced. Yet, the slight male presence is vital, as diverse teacher representation fosters balanced perspectives for students. The OECD recommends eliminating gender biases in curricula and raising awareness among parents and educators to promote equal opportunities (Encinas & Cherian,2023). In Wajir, engaging parents through community programs could encourage more male teachers, enhancing diversity. Such efforts, combined with increased parental support, could amplify academic performance by creating inclusive, supportive educational environments that reflect varied gender insights and teaching approaches.

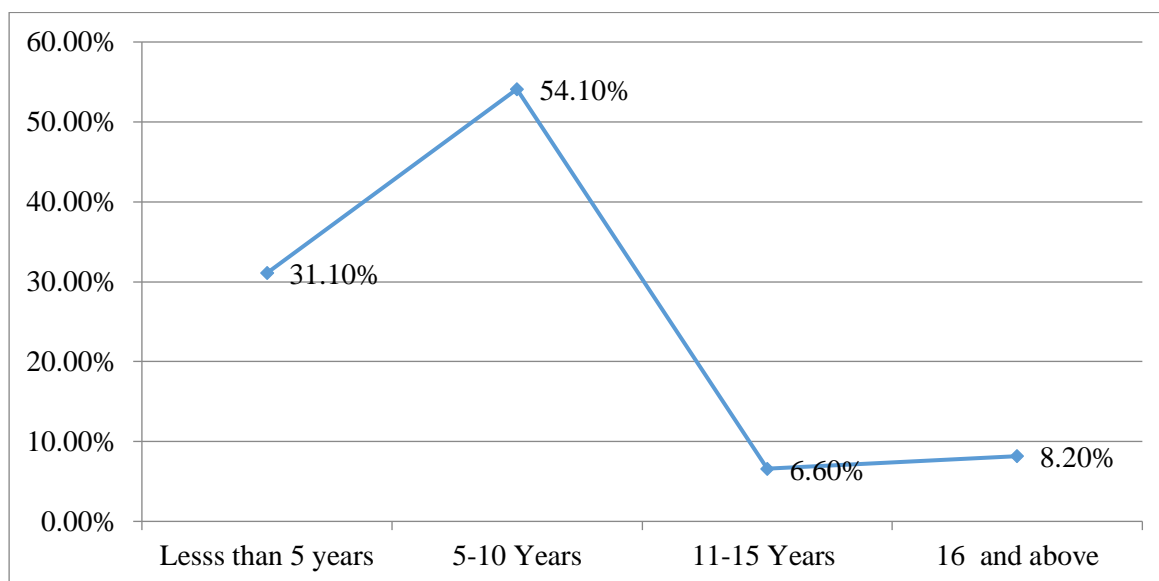
The findings indicate that the majority of teachers (70.5%) in Wajir East Sub-County are aged between 30–40 years, suggesting a relatively young and energetic teaching workforce. This age group is likely to be more adaptable to modern teaching approaches, including fostering parental involvement to enhance learners’ academic performance. Their professional maturity, combined with technological awareness, can facilitate effective communication with parents through diverse channels. However, the smaller proportion of teachers aged 41–50 years (13.1%) may imply fewer experienced mentors who could guide younger colleagues in handling challenges related to parental engagement. Overall, the youthful teacher demographic presents opportunities for innovative strategies to strengthen home–school collaboration, which is crucial for improving academic outcomes in public primary schools in the region.

The findings show that most teachers (67.2%) in Wajir East Sub-County hold diploma qualifications, with a small proportion (4.9%) having P1 certificates and 27.9% possessing bachelor’s degrees. This distribution suggests that the majority have attained professional training beyond basic certification, equipping them with pedagogical skills to enhance learner performance. Okello and Wamala (2024) argued that teachers with higher qualifications, such as bachelor’s degrees, may bring advanced instructional strategies and better approaches to fostering parental involvement. However, the limited number of such highly qualified teachers could restrict the integration of research-based practices in engaging parents. Strengthening professional development

for diploma and P1 teachers can further improve their capacity to collaborate with parents effectively, thereby positively influencing learners' academic achievement in public primary schools.

The study further sought to determine the teachers' teaching experience in terms of years of service to establish whether their level of experience influenced their perceptions regarding parental involvement in learners' academic performance in public primary schools in Wajir East Sub-County, Wajir County, Kenya. Figure 4 presents these findings.

Figure 2: Distribution of the Teachers by Teaching Experience (n=61)



The findings as indicated in Figure 2 show that that the majority of teachers (54.1%) in Wajir East Sub-County have between 5–10 years of teaching experience, suggesting a workforce with considerable classroom exposure and practical understanding of learner needs. This level of experience is sufficient for teachers to have developed effective instructional skills and strategies for engaging parents to support academic performance. However, the relatively small proportion (6.6%) with 11–15 years of experience may limit the availability of highly seasoned educators who can mentor others in sustaining long-term parental involvement initiatives.

4.3.2 Demographic Characteristics of Head teachers

The researchers sought to establish the personal characteristics of the head teachers in terms of gender, educational background, and experience. Table 4 presents the findings.

Table 4: Demographic Characteristics of Head teachers (n=4)

Item		Frequency	Percent
Gender	Male	2	50
	Female	2	50
Professional Qualification	P1 Certificate	00	00
	Diploma	00	00
	Bachelor's Degree	3	75
	Master's Degree	1	25
Years of experience as a head teacher	Less than 5 years	00	00
	5-10 Years	3	75
	11-15 years	1	25
	16 and above	00	00

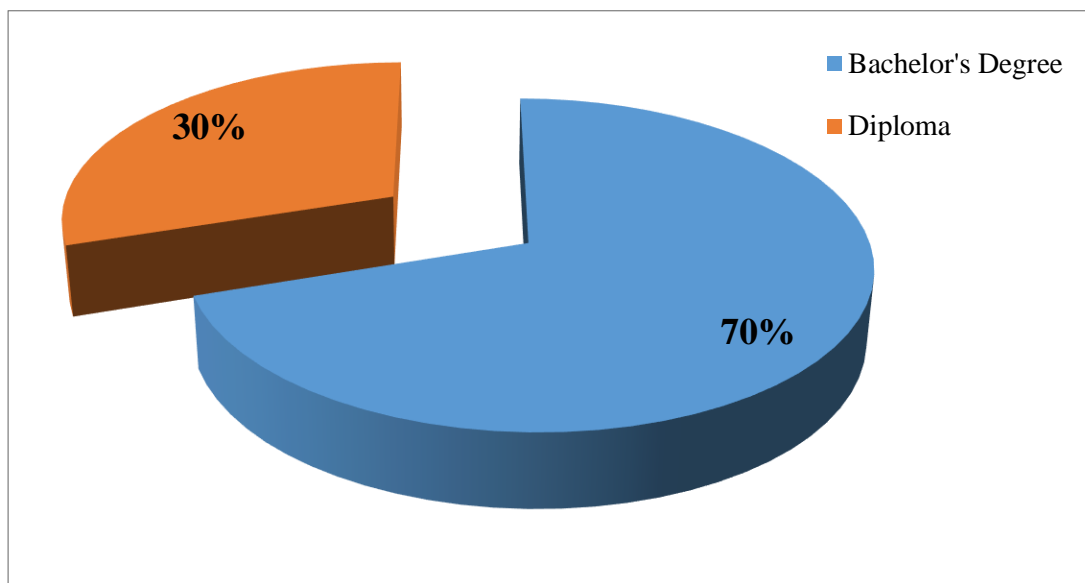
The study findings in Table 4 indicate a balanced gender distribution among head teachers, with 50% male and 50% female representation in public primary schools in Wajir East Sub-County. This gender parity suggests that both male and female head teachers have equal opportunities to influence school management and foster parental involvement on learners' education. Equal representation may also contribute to diverse leadership styles, potentially enhancing communication between schools and parents. Such inclusivity can create a more supportive learning environment, as both genders may offer unique approaches to engaging parents. As noted by Wallace (2023), balanced leadership could positively impact learners' academic performance through strengthened school–community collaboration. A report by UNESCO (2023) acknowledged women leadership noting that schools led by women often report better learning outcomes and stronger promotion rates for girls; the report links women's leadership with community engagement and inclusive practices.

The findings show that 75% of head teachers in Wajir East Sub-County hold degree qualifications, while 25% possess master's degrees. Higher qualifications, particularly at the master's level, often enhance leadership capacity, strategic planning, and the ability to adopt inclusive policies that encourage parental involvement. According to Leithwood et al. (2020), well-educated school leaders are more effective in fostering school–community partnerships, which are vital for improving learners' academic performance. In this context, both degree- and master's-qualified head teachers play a key role, but advanced qualifications may offer greater capacity to design and implement impactful parental engagement strategies that boost learning outcomes.

The study revealed that 75% of head teachers in Wajir East Sub-County have 5–10 years of experience, while 25% possess 11–16 years. Leadership experience is a crucial factor in promoting parental involvement, as experienced head teachers often have stronger community networks and better strategies for engaging parents (Mapp, 2022). Research by Day and Gurr (2014) shows that leaders with over five years in service develop deeper insights into school–community dynamics, fostering trust and collaboration. In this context, the majority's substantial experience likely supports consistent parental engagement, which has been shown to positively influence learners' academic performance in primary schools.

The study further aimed to examine the academic qualifications of head teachers to determine whether their level of education influenced their approach to promoting parental involvement and, in turn, its impact on learners' academic performance. Figure 3 presents these findings, offering insights into the relationship between school leadership qualifications and parental engagement strategies in public primary schools in Wajir East Sub-County, Wajir County, Kenya.

Figure 3: Distribution of Head teachers according to Academic Qualifications



As illustrated in Figure 3, the majority of head teachers (70%) possessed bachelor’s degree qualifications, while 30% held diploma qualifications. This indicates that all head teachers met at least the minimum academic qualifications required for their positions by the Teachers Service Commission (TSC, 2024). Having head teachers with advanced qualifications is critical in driving effective school leadership, fostering teacher development, and promoting parental engagement in learners’ education. Their higher academic attainment equips them with the skills to implement policies, design school improvement strategies, and strengthen collaboration with parents, which is essential in enhancing learners’ academic performance. In addition, degree-qualified head teachers are well-positioned to provide instructional leadership that aligns with the Competency-Based Curriculum (CBC), ensuring that teaching approaches are tailored to learners’ diverse needs. By leveraging their professional expertise, they can create supportive learning environments, encourage active parental involvement, and set high expectations for both teachers and learners. Consequently, the qualifications of head teachers play a vital role in shaping school culture, improving instructional quality, and ultimately contributing to better educational outcomes in public primary schools within Wajir East Sub-County.

4.3 Influence of Parental Involvement in Communication with Teachers on Learners' Academic Performance

The researcher sought to assess respondents' views on the influence of parental involvement in communication with teachers on learners' academic performance in public primary schools. Thus, participants were asked to indicate their responses using a five-point Likert scale. As shown in Table 5, the scale consisted of: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

Table 5: Influence of Parental Communication on Learners' Academic Performance (n=61)

Statements	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
Parental engagement through communication has a positive impact on my students' academic performance.	14	23.0	38	62.3	1	1.6	6	9.8	2	3.3
Parents of my students regularly communicate with me about their child's academic progress.	10	16.4	4	6.6	00	00	44	72.2	3	4.9
Through school meetings, I receive timely feedback from parents regarding their child's learning challenges or needs.	30	49.2	16	26.2	6	9.8	8	13.1	1	1.6
Frequent communication with parents through school visits leads to improved learner motivation and classroom performance.	10	16.4	34	55.7	3	4.9	2	3.3	12	19.7
Parents attend class meetings with subject teachers to discuss students' grades	1	1.6	11	18.0	00	00	7	11.5	42	66.8
Parents respond promptly when I reach out to discuss their child's academic issues.	6	9.8	3	4.9	2	3.3	4	6.6	46	75.4

As shown in Table 5, the findings revealed that most of the teachers (62.3%) agreed that parental engagement through communication has a positive impact on their learners' academic performance, while only 3.3% of the teachers strongly disagreed. These findings suggest a strong pedagogical consensus: timely, two-way contact with families helps reinforce instruction, track

progress, and address difficulties early. In Wajir East, where mobility, language, and connectivity can complicate outreach, this endorsement implies that teachers see communication as one of the most feasible levers available to raise achievement. The small dissenting group likely reflects barriers rather than disbelief in the principle: inconsistent attendance at meetings, limited phone access, or parents' low confidence in engaging with schoolwork may blunt perceived impact.

Head teachers in the study explained that using clear communication methods, such as class WhatsApp groups, SMS reminders in Kiswahili, and homework diaries, help parents support their children better. This leads to more homework being completed, fewer missed tests, and quicker help when learning gaps appear. They also noted that when communication is regular and gives clear instructions, teachers see more tasks completed and better assessment scores in reading and math. A PTA chair added that many parents are busy with pastoral work or small businesses, so the timing, format, and language of meetings affect how many can attend. Simple solutions, like changing meeting times, keeping PTA meetings short and focused, using radio, and having parent mentors for hard-to-reach families, were seen as good ways to increase involvement and keep learning goals in mind at home.

Awuonda (2018), in Makadara, Nairobi, reported a positive and significant relationship between parental involvement and achievement, explicitly noting gains when homework supervision and parent–child learning interactions are encouraged. A study by Mugumya (2023) in Uganda emphasized that higher parental engagement increases children's participation in learning activities, even under difficult conditions, underscoring communication's role in sustaining academic routines. The author further noted that parental communication (through meetings, phone contact, and message books) was positively linked to primary pupils' academic performance, alongside homework support and mentorship activities.

The study revealed that 72.2% of teachers disagreed that “parents regularly communicate about academic progress” (with only 16.4% agreeing) points to weak home, school links, especially

routine, two-way updates about learning. In Wajir and partially nomadic context, limited phone access, low parental literacy, seasonal mobility and time often depress parent–teacher contact, even when parents value schooling. It must be noted that when communication improves, via meetings, homework supervision, or simple check-ins, attendance and motivation, scores tend to rise.

One head teacher explained that there are structural barriers to regular communication, such as parents moving with their livestock, the long distances between home and school, and the need for children to help with household work. They added that parents tend to communicate more when there are discipline issues, but rarely discuss academic progress, reflecting the same concerns raised by teachers. Learners in the focus group discussions reported that their parents checked homework irregularly and provided little help with reading or numeracy. Responses to an open-ended question revealed that when parents did ask about school or look through exercise books, pupils felt motivated to work harder, which often led to improved academic achievement.

The findings indicate a significant consensus among teachers (49.2%) that school meetings facilitate timely parental feedback on students' learning challenges, enhancing academic performance. Only 1.6% strongly disagreed, suggesting minimal opposition. This underscores the value of parental involvement through structured communication channels. One of the head teachers echoed this sentiment:

School meetings are vital platforms where parents share valuable insights into their children's needs, strengths, and challenges. This exchange of information enables teachers to understand learners better and tailor academic and emotional support more effectively, fostering stronger partnerships that ultimately enhance student performance and well-being (Head Teacher A, 15/7/2025).

Another head teacher noted, "Regular feedback from parents during meetings helps us address learning gaps promptly." These quotes highlight the practical impact of parental engagement in addressing learners' needs in Wajir East's public primary schools. In line with these findings, a

study by Mchia (2024) in Tanzania found that when parents, particularly those with higher levels of education, engaged more actively in their children's schooling (e.g., meeting with teachers, supporting homework), they were able to identify and address learning challenges promptly, leading to improved student performance.

The findings indicate that most teachers (55.7%) recognize the value of frequent communication with parents, particularly through school visits, in enhancing learner motivation and classroom performance. This suggests that active school–home collaboration positively influences academic engagement. Only 4.9% remained undecided, reflecting near-universal agreement. As the PTA chairperson noted:

When teachers and parents meet regularly, we better understand each child's needs, and learners feel more supported both at home and in school. This encouragement pushes them to work harder and improves their results (PTA chairperson A, 17/07/2025).

Such collaboration reinforces shared responsibility in improving educational outcomes in public primary schools. Choge and Edabu (2023) found parental communication significantly predicts primary pupils' performance in Kesses, Kenya ($p < .05$). Their evidence aligns with teachers' views: regular school–home contact, including meetings and visits, strengthens motivation, identifies gaps early, and improves classroom outcomes and achievement.

The findings show that most teachers (66.8%) strongly disagreed that parents attend class meetings with subject teachers to discuss students' grades, while only 18% agreed. This suggests limited parental participation in academic progress discussions, potentially weakening timely interventions for struggling learners. In focus group discussions, students reported that “when parents do not meet teachers, they do not know our weak subjects, and we do not get help at home.” The PTA chairperson emphasized, “If more parents attended class meetings, they would understand where their children excel and struggle. This knowledge would help them support learning at home, boosting both confidence and performance.” These findings point to a need to strengthen parent–

teacher meetings as such could bridge communication gaps and improve learning outcomes in Wajir East's public primary schools.

The findings reveal that a significant majority of teachers (75.4%) strongly disagreed with the statement that parents respond promptly when teachers reach out to discuss academic issues of their children, while only a small proportion (3.3%) were undecided. This indicates a notable gap in timely parental responsiveness, which is critical for addressing learning challenges before they escalate. Delayed or absent parental follow-up can hinder the implementation of targeted support strategies, negatively affecting learners' academic progress.

During focus group discussions, students expressed concern that such delays affect their learning continuity. One student remarked, "When teachers call parents and they don't come quickly, problems continue. Sometimes we keep failing the same subject because help comes too late." This perspective underscores the urgency of prompt parental engagement in reinforcing teacher interventions at home. The PTA chairperson similarly acknowledged the issue and emphasized the shared responsibility between school and home:

Parents must treat a call from school as urgent. If they come immediately, they can work with teachers to solve problems faster. Waiting too long means the child's struggles grow and performance drops (PTA chairperson B, 18/07/2025).

These findings align with findings of a study by Vera et al. (2018), which showed that active and timely parental involvement fosters better academic outcomes by allowing for immediate corrective measures. In the context of Wajir East public primary schools, building a culture of responsiveness requires strengthening communication channels, creating awareness about the importance of timely engagement, and addressing potential structural barriers such as distance, work commitments, or lack of understanding of school processes. By fostering prompt parent-teacher interactions, schools can create an environment where learners feel supported both at home and in the classroom, ensuring that academic challenges are addressed swiftly and effectively.

4.4 Parental Involvement in School Decision Making and Learner's Academic performance

The researcher sought to assess respondents' views on the influence of parental involvement in parental participation in decision making on learners' academic performance in public primary schools. Thus, the researcher asked participants to indicate their responses using a five-point Likert scale. As presented in Table 6, the scale included: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

Table 6: Parental Participation in Decision Making on Learners' Academic Performance (n=61)

Statements	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
Parents are regularly invited to participate in school decision-making meetings, such as budgeting and policy formulation.	8	13.1	1	1.6	4	6.6	2	3.3	46	75.4
Parental input in school decisions positively influences learners' academic performance.	16	26.2	31	50.8	2	3.3	5	8.2	7	11.5
Decisions made with parental involvement led to better learning outcomes for pupils such as curriculum implementation and leaning programs	45	73.8	4	6.6	2	3.3	2	3.3	8	13.1
I feel that parents' voices are valued and considered in the school's decision-making process, which has improved learners' academic performance.	1	1.6	8	13.1	2	3.3	4	6.6	46	75.4
The school provides adequate opportunities for parents to contribute to academic policy decisions.	8	13.1	42	68.9	1	1.6	1	1.6	9	14.8

The findings in Table 6 indicate that a significant majority of teachers (75.4%) disagreed with the statement that parents are regularly invited to participate in school decision-making processes such as budgeting and policy formulation, while only 6.6% remained undecided. This suggests that parental engagement in governance matters remains minimal, limiting opportunities for parents to influence strategic priorities that directly affect learners' welfare. Such exclusion can weaken

school–community collaboration and reduce parents’ sense of ownership over educational outcomes. Data from the students’ focus group discussion reinforced this observation. Many learners reported that they rarely saw their parents at school except during annual meetings or when there was a disciplinary issue. They expressed that when parents are absent from such forums, important matters affecting learning conditions remain unaddressed from the home perspective. The PTA chairperson’s interview further highlighted the gap between school leadership and parental participation:

Parents want to be involved, but often they hear about meetings too late, or the agenda is already fixed. If we are part of discussions from the start, we can help make better decisions for the children’s education and welfare (PTA chairperson C, 18/07/2025).

This direct testimony underscores systemic communication challenges and possibly limited efforts by school administration to involve parents meaningfully in decision-making. When parents are sidelined, schools risk losing valuable insights into community needs, cultural considerations, and resource mobilization strategies. In Wajir East Sub-County, where socio-economic factors and nomadic lifestyles already strain school attendance and performance, strengthening parental involvement in governance could help bridge gaps in policy implementation, foster trust, and improve educational outcomes. Active engagement would not only enhance transparency but also encourage parents to take a more proactive role in supporting their children’s academic progress.

The study revealed that 50.8% of teachers agreed that parental input in school decisions positively influences learners’ academic performance, while only 11.5% strongly disagreed. This finding reflects a general recognition among teachers that involving parents in governance contributes to better learning environments, stronger home–school cooperation, and improved academic outcomes. Teachers’ positive perceptions align with findings of a study by Chiuri et al. (2020) which argued that there is a need for shared decision-making to increased student motivation and resource mobilization.

Insights from students during focus group discussions supported this view. Learners noted that when parents are part of school decisions, they tend to show greater interest in their children's progress, encourage regular attendance, and provide necessary learning materials. Conversely, when parental involvement is absent, support at home is often minimal, leading to reduced academic effort. A head teacher's interview further highlighted the importance of parental engagement:

When parents sit with us to decide on school matters, they understand the challenges we face. They help us prioritize resources, support teachers, and even follow up with children at home. This joint approach leads to better discipline, attendance, and academic performance for our pupils (Head teacher C, 19/07/2025).

This statement underscores that parental input does more than influence policy, it creates a collaborative culture where school staff and families work toward shared goals. Such collaboration not only strengthens accountability but also builds a sense of ownership that motivates parents to actively support learning both at school and at home. In Wajir East Sub-County, where factors like long distances to school and pastoralist livelihoods can hinder consistent learning, leveraging parental participation in decision-making could help bridge systemic gaps. Effective involvement fosters mutual understanding, ensures community needs are reflected in school policies, and ultimately enhances learners' academic performance through shared responsibility and coordinated action.

The findings indicate a strong consensus among teachers (73.8%) that decisions made with parental involvement positively influence pupils' learning outcomes, particularly in areas such as curriculum implementation and learning programs. This suggests that teachers recognize the value of collaborative decision-making as a means of aligning school initiatives with community expectations, ultimately enhancing educational relevance and effectiveness. The minimal proportion of teachers (3.3%) who disagreed implies that resistance to parental participation is rare, possibly linked to concerns about differing priorities or limited capacity among some parents.

Insights from students during focus group discussions reinforce these findings. Pupils noted that when parents actively engage, whether by attending school meetings, reviewing exercise books, or asking about academic progress, they feel more motivated and supported. They explained that such interest not only improves discipline but also encourages them to work harder, which in turn boosts performance. This demonstrates that parental involvement extends beyond decision-making to fostering a positive learning culture at home. Head teachers also affirmed the importance of parental involvement but highlighted contextual challenges that can limit its effectiveness. As one head teacher explained:

Parents in this area often migrate for pastoral livelihoods, with some living far from school. Although many value their children's education, the challenges of distance and frequent movement make it difficult for them to attend meetings or consistently follow up on learning (head teacher D, 17/07/2025).

These findings underscore the need for flexible, context-sensitive strategies that accommodate parents' unique realities. The alignment between teacher perceptions, pupil experiences, and head teachers' perspectives suggests that parental involvement is a critical driver of learning outcomes in Wajir East Sub-County. However, for its full benefits to be realized, schools may need to adopt adaptable engagement models, such as community-based meetings or mobile communication that can overcome geographical and socio-economic barriers to consistent parental participation.

The findings reveal a notable disconnect between teachers' perceptions and the ideal of inclusive school decision-making. A significant majority of teachers (75.4%) strongly disagreed that parents' voices are valued and considered in the school's decision-making processes, despite the belief that such involvement can enhance learners' academic performance. This indicates that, in practice, opportunities for meaningful parental participation remain limited, potentially undermining collaborative efforts to improve learning outcomes. Only a small fraction (1.6%) of teachers agreed

that parents' contributions are actively integrated into school decisions, suggesting that a culture of top-down decision-making still dominates.

Insights from focus group discussions with learners further underscore the effects of this gap. Pupils expressed that they rarely see their parents engaging with teachers about academic matters. Some mentioned that when parents do attend meetings or ask about schoolwork, they feel more motivated to study and complete assignments. This shows that parental involvement, even at a basic level, can boost learner motivation and performance.

Head teachers offered explanations for the low parental engagement, pointing to socioeconomic and structural barriers. As one head teacher remarked: "Many of our parents migrate for pastoral work, and others live far from school. Even when they care about their children's learning, attending meetings or following up is difficult." This reflects the reality that geographic distance, pastoralist livelihoods, and competing household responsibilities hinder consistent parental participation.

Taken together, the teachers' survey responses, learners' accounts, and head teachers' explanations highlight the urgent need for strategies that bridge the communication and participation gap. Addressing logistical barriers, creating flexible meeting options, and fostering a culture where parents' views are genuinely valued could strengthen parental involvement and, in turn, improve academic outcomes in Wajir East Sub-County.

The findings indicate that most teachers (68.9%) agree that their schools provide adequate opportunities for parents to contribute to academic policy decisions. This suggests that schools in Wajir East Sub-County have established structures, such as meetings or committees, where parents can engage in shaping policies related to learners' academic progress. The very low proportion of undecided respondents (1.6%) implies that teachers have a clear perception of parental participation opportunities, whether positive or negative.

However, providing opportunities does not necessarily translate into active and meaningful parental engagement. Insights from focus group discussions with learners reveal that while some parents attend school meetings or speak with teachers, such involvement is inconsistent. Pupils reported feeling encouraged and more focused when parents show interest in their work, check exercise books, or ask about their studies. This underlines the motivational value of parental presence and involvement.

Head teachers acknowledged that despite the availability of opportunities, participation is often hindered by contextual challenges. As one head teacher explained: “Parents here migrate often for pastoral livelihoods, and some live far from school. Although many value their children’s education, the challenges of distance and frequent movement make it difficult for them to attend meetings or follow up on learning.” This illustrates the tension between institutional provision of opportunities and the socio-economic realities that limit their use.

The findings, therefore, point to a need for strategies that not only offer opportunities for parental input but also address barriers to participation. Schools could consider flexible meeting arrangements, mobile communication channels, and community-based education forums to enhance both the accessibility and effectiveness of parental engagement, ultimately improving learners’ academic performance in Wajir East Sub-County. In line with the above findings, Leggett (2024) noted that government education initiatives, like fee waivers and boarding schools, have had limited impact in pastoralist areas because they overlooked pastoralists' livelihood realities; the study recommended inclusive planning with communities and incorporation of traditional learning methods to improve participation.

4.5 Parental Involvement in the Completion of Assignments at Home and Learners’ Academic Performance

The third research question of this study sought to investigate the extent of parental involvement in the completion of assignments at home and its effect on learners’ academic

performance in public primary schools in Wajir East Sub-County, Kenya. Participants were asked to indicate their responses on a five-point Likert scale. The rating scale, as presented in Table 7, was: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

Table 7: Parental Involvement in the Completion of Assignments at Home (n=61)

Statements	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
Parents regularly check if learners have completed their homework.	8	13.1	5	8.2	5	8.2	7	11.5	36	59.0
Parental guidance during homework time improves learners' academic performance.	35	57.4	1	1.6	6	9.8	18	29.5	1	1.6
Parents allocate sufficient time to help learners' complete assignments at home.	1	1.6	4	6.6	1	1.6	1	1.6	54	88.5
Learners perform better academically when parents assist supervising them as they do homework.	44	72.1	8	13.1	7	11.5	26	42.6	2	3.3
Parents' guide their children in answering assignment questions	4	6.6	4	6.6	1	1.6	50	82.0	2	3.3

The findings show that most teachers (59.0%) strongly disagreed that parents regularly check whether learners have completed their homework, with only 8.2% agreeing. This suggests that parental follow-up on assignments is generally low in public primary schools in Wajir East Sub-County. Homework monitoring is a key form of home-based support, reinforcing classroom learning and encouraging study habits; therefore, the lack of consistent parental oversight may negatively affect learners' academic progress.

Learners in focus group discussions echoed this concern, noting that many parents rarely ask about schoolwork or inspect their exercise books. Some pupils reported that when parents do show interest, by checking assignments, asking questions about lessons, or offering help, they feel more motivated to complete their work and perform better in class. However, such encouragement is often

irregular, leaving learners to manage tasks independently. Head teachers attributed the limited homework supervision to socioeconomic and lifestyle factors common in the area. As one head teacher explained:

Many of our parents are engaged in pastoral activities and spend long periods away from home. Some return late from daily work, leaving little time to check on schoolwork. Others lack the literacy skills to assist with assignments (Head teacher A, 13/07/2025).

This highlights that parental absence, work demands, and limited education levels contribute to low engagement in homework follow-up. These findings point to the need for practical interventions to support home-based learning. Schools could provide simple guidelines for parents on how to check homework, offer community workshops to build basic literacy and numeracy skills, and explore digital or community-based platforms for sharing assignments. Strengthening parental capacity and creating feasible follow-up mechanisms could enhance learners' academic performance, even in contexts with significant socioeconomic challenges. Akello's (2020) study aligns with this study's findings, noting that insufficient parental supervision negatively affects academic performance, supporting the observation that irregular parental encouragement diminishes learner motivation.

The findings indicate that most teachers (57.4%) strongly agreed that parental guidance during homework time improves learners' academic performance, while only 1.6% strongly disagreed. This suggests a strong consensus among teachers that active parental involvement in guiding homework plays a significant role in reinforcing classroom learning, improving comprehension, and cultivating positive study habits. Such engagement not only supports academic achievement but also fosters a stronger parent-child connection around education.

Interviews with PTA chairpersons supported this view. They noted that when parents dedicate time to supervise and guide homework, children are more likely to complete assignments correctly and develop a sense of responsibility. However, they also acknowledged that many parents

struggle to provide this guidance consistently due to work demands or limited literacy skills. Head teachers echoed these challenges while emphasizing the value of parental participation. As one head teacher explained:

Parental guidance during homework is one of the simplest yet most effective ways to improve performance. The problem is that many parents here are pastoralists, moving with livestock or working long hours, so they can't always sit with their children in the evenings (Head teachers C, 18/07/2025).

These findings underscore the reality that despite understanding the importance of homework guidance, parents' ability to provide it is often constrained by socioeconomic and lifestyle factors. These findings highlight the importance of equipping parents with both the awareness and tools to support homework time. Schools could organize short workshops, create easy-to-follow homework guides, or encourage peer-learning groups where older siblings or community members assist learners. Addressing barriers to parental involvement, while leveraging the community's commitment to education, could help translate teachers' beliefs into consistent, effective homework support that boosts learners' academic performance in Wajir East Sub-County.

The findings reveal that most of the teachers (88.5%) strongly disagreed that parents allocate sufficient time to help learners to complete assignments at home, with only 1.6% agreeing. This indicates that most parents in Wajir East Sub-County are not consistently available to provide homework support. Such limited parental time investment may reduce opportunities for learners to reinforce classroom knowledge, practice problem-solving skills, and develop disciplined study habits, all of which are vital for strong academic performance.

Interviews with PTA chairpersons confirmed this challenge, noting that while many parents' value education, they face competing demands on their time. Factors such as herding livestock, managing household chores, or engaging in small-scale trade often take precedence over homework supervision. Some parents also lack the necessary academic skills to effectively assist with

assignments, which discourages active participation. Head teachers pointed to similar issues, emphasizing both the importance and the difficulty of parental time allocation. As one head teacher explained:

Parents understand that helping with homework improves learning, but most of them are away during the day herding animals or working in markets. By the time they return home, they are too tired or busy with other household duties to sit with their children (Head teacher C, 13/07/2025).

This reflects the structural and lifestyle barriers that limit parents' ability to dedicate time to academic support at home. The findings underscore the need for practical strategies to address these constraints. Schools could provide simplified homework instructions for parents, encourage older siblings or community volunteers to assist, and introduce after-school study groups. By diversifying sources of homework support and making parental involvement more feasible, learners' academic performance could improve despite the time limitations faced by many households.

The findings show that most teachers (72.1%) strongly agreed that learners perform better academically when parents supervise them during homework. This reflects a shared understanding among educators that parental oversight enhances homework completion, reinforces classroom learning, and builds good study habits. Only a small proportion of teachers (3.3%) strongly disagreed, suggesting that while some may view parental supervision as less critical, the overwhelming majority see it as a key factor in academic success.

Students in open group discussions supported this perception. They explained that when parents sit with them or check on their progress, they feel encouraged to complete assignments and pay more attention to quality. Some added that even brief reminders or questions about homework make them more accountable and motivated. However, they also noted that such supervision is not consistent across all households, with some parents rarely engaging in homework activities.

Head teachers reinforced these points, emphasizing both the value and the challenges of consistent supervision. As one head teacher remarked: “Parental supervision during homework creates discipline and improves learning outcomes. The challenge is that many parents here have demanding pastoral or market work schedules, so even if they want to supervise, time and fatigue often get in the way.” This underscores the gap between understanding the benefits of supervision and being able to provide it consistently.

The findings reveal that most teachers (82%) disagreed that parents’ guide their children in answering assignment questions, with 3.3% strongly disagreeing and only 1.6% undecided. This suggests that direct academic support from parents during homework is minimal in public primary schools in Wajir East Sub-County. Such low involvement may limit learners’ ability to clarify difficult concepts, develop problem-solving skills, and reinforce classroom learning at home.

Students in open group discussions echoed this challenge, noting that many parents rarely help them work through assignment questions. Some explained that parents often cannot offer assistance due to limited literacy and numeracy skills. However, they also shared that when parents do explain concepts or work through questions together, it makes learning easier and boosts their confidence. Head teachers linked this low guidance to both skill and time constraints. As one head teacher stated:

Many parents here did not go far in school, so they feel unqualified to guide their children with assignments. Others spend long days herding or working, leaving little energy to sit and go through homework (Head teacher D, 12/07/2025).

This underscores the interplay of educational background and livelihood demands in shaping parental engagement. These findings point to a need to involve providing parents with simple homework support tips, organizing community learning sessions, and encouraging older siblings or neighbors to assist. Such strategies could enhance the academic benefits of home-based learning, even in contexts where parental skills are limited.

The findings align with a study by Ngala (2019) conducted in Teso North Sub-County, Busia, Kenya, which examined the effect of parental involvement in homework on academic performance in public primary schools. It specifically explores the types of homework assistance provided by parents, the extent of their involvement, and the association with academic outcomes. The study highlights that some Kenyan public schools face poor academic results amid claims of insufficient parental support, which mirrors the finding that 82% of teachers in Wajir East Sub-County reported minimal parental guidance in answering assignment questions.

4.6 Parents' Volunteering in School Activities and Learners' Academic Performance

The fourth question of the study sought to assess respondents' views on the influence of parents' volunteering in school activities on learners' academic performance in public primary schools in Wajir East Sub-County, Kenya. Thus, the researcher asked participants to indicate their responses using a five-point Likert scale. As shown in Table 8, the scale consisted of: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

Table 8: Influence of Parents' Volunteering on the Learners' Academic Performance

Statements	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
Parents who volunteer in school activities contribute positively to learners' academic performance.	48	78.7	2	3.3	1	1.6	1	1.6	9	14.8
Parental participation in school events motivates learners to excel academically.	49	80.3	4	6.6	3	4.9	3	4.9	2	3.3
The school encourages parents to volunteer in academic-related activities.	56	88.5	1	1.6	1	1.6	5	8.2	00	00
Learners perform better when their parents are actively involved in school programs.	8	13.1	39	63.9	2	3.3	2	3.3	10	16.4
Parents' presence during school functions boosts learners' confidence and engagement in learning.	1	1.6	55	90.1	00	00	1	1.6	4	6.6

Source: Field Data (2025)

The findings in Table 6 indicate that the majority of teachers (78.7%) strongly agreed that parents who volunteer in school activities make a positive contribution to learners' academic performance. This reflects the findings of a study by Gichaga (2023) that parental involvement beyond the home environment fosters a more supportive and engaging learning atmosphere. Only a minimal proportion of teachers (1.6%) disagreed, suggesting that opposition to this view is rare. Such involvement may include participating in academic days, supporting extracurricular programs, and assisting in classroom activities, all of which enhance pupils' motivation and create a stronger school-home connection. In the open group discussions, students echoed these sentiments, noting that when parents attend school events, they feel valued and encouraged to work harder. One pupil shared, "When my mother comes to help during school events, I feel proud, and I want to perform better." This underscores the emotional and motivational benefits of visible parental support.

Head teachers also affirmed the positive link between parental volunteering and academic outcomes. As one head teacher explained, "When parents participate actively in school programs, it sends a message to children that education matters, and it boosts their confidence to aim higher." Such engagement not only reinforces discipline and commitment among learners but also fosters collaboration between teachers and families, ultimately contributing to improved academic performance in Wajir East's public primary schools.

The findings indicate that a substantial majority of teachers (80.3%) believe parental participation in school events plays a key role in motivating learners to excel academically. This reflects the idea that when parents are actively involved in events such as academic days, sports, cultural activities, or prize-giving ceremonies, they not only show interest in their children's progress but also create a sense of accountability and pride in learners. The small proportion of undecided teachers (4.9%) may reflect differences in personal experiences or variations in the extent of parental engagement across schools.

During focus group discussions with students, many expressed that seeing their parents in school events made them feel valued and eager to perform better. One student noted, “When my parents come to school, I work harder because I want them to be proud of me.” This shows that parental presence boosts self-esteem and commitment.

Similarly, PTA chairpersons emphasized that parental participation strengthens school–community relationships and builds a supportive learning environment. One chairperson stated that when parents attend events, they learn more about school programs and become more willing to assist in addressing challenges affecting learners. Head teachers echoed this sentiment, with one remarking, “When parents turn up for school events, the children shine; it is as if their presence lights a fire in their hearts.” This suggests that consistent parental involvement can be a powerful driver of academic excellence in Wajir East.

The findings reveal that a significant majority of teachers (88.5%) strongly agreed that their schools encourage parents to volunteer in academic-related activities. This suggests that schools in Wajir East Sub-County actively promote parental engagement beyond the traditional roles of fee payment or attendance at meetings. Such encouragement can include inviting parents to assist in classroom reading programs, career talks, mentorship, examination preparation support, or participation in school-based projects. The small proportion of teachers (1.6%) who were undecided could reflect either limited personal experience with parental volunteering or variations in the level of school emphasis on such initiatives.

From the open group discussions, students highlighted that having their parents actively involved in academic-related activities makes learning more enjoyable and inspiring. One student commented, “When my mother helps during reading time at school, I feel proud and want to read better so she can see I am improving.” Such sentiments indicate that parental presence directly impacts learner motivation and reinforces the value of education at home.

Head teachers also recognized the benefits of parental volunteering. They noted that it builds stronger school–home partnerships, improves discipline, and helps address individual learner needs more effectively. One head teacher remarked, “When parents volunteer in academic programs, they become part of the learning process; children see that education matters, and the results are remarkable. “This alignment between teacher, student, and head teacher perspectives underscores the importance of creating formal structures for parental involvement in academic activities. Encouraging parents to take part not only supports learners’ academic performance but also fosters a culture of shared responsibility, where both school staff and families work collaboratively to achieve educational goals in Wajir East.

The findings show that a majority of teachers (63.9%) agreed that learners perform better when their parents are actively involved in school programs. This reflects the views Jaynes (2022) recognized link between parental engagement and improved academic outcomes, as active involvement often leads to enhanced learner motivation, better discipline, and increased support for learning both in and out of school. The small proportion of teachers (3.3%) who disagreed may reflect instances where parental involvement is inconsistent or where socio-economic challenges limit its impact.

From the open group discussions, students expressed that their academic performance improves when their parents take part in school programs such as academic days, mentorship sessions, and extracurricular events. One student remarked, “When my father attends school programs, I try harder because I don’t want to disappoint him.” This indicates that parental involvement creates a sense of accountability and emotional support, both of which are crucial for academic success.

Head teachers reinforced this viewpoint, noting that active parental participation fosters a collaborative learning environment and strengthens the school–home connection. They observed that when parents understand school goals and programs, they are more likely to reinforce them at home,

creating continuity in the learning process. One head teacher stated, “A child whose parents join in school programs learns with confidence; the parents’ presence sends a message that their education is valued. “These findings highlight that encouraging parents to take part in school activities can be a strategic approach to improving academic performance. By involving parents as partners in education, schools in Wajir East Sub-County can nurture a supportive network that motivates learners, bridges communication gaps, and builds a culture of shared responsibility for academic achievement.

The findings reveal that an overwhelming majority of teachers (90.1%) agreed that parents’ presence during school functions boosts learners’ confidence and engagement in learning. This high level of agreement underscores the strong belief among educators that parental attendance at events such as academic days, cultural performances, sports activities, and prize-giving ceremonies has a positive psychological impact on learners. Parental presence often affirms the child’s efforts, strengthens their sense of belonging, and fosters a deeper emotional connection to the school. Only 1.6% of teachers disagreed, suggesting minimal opposition to this view.

In the open group discussions, students expressed that having their parents present at school events makes them feel recognized and valued. One student said, “When my parents come to see me perform, I feel happy and want to do even better next time.” This reflects the motivating effect of parental support, which can translate into improved academic and extracurricular participation. Headteachers echoed these sentiments, emphasizing that parental attendance is a form of non-verbal encouragement that significantly influences a learner’s self-esteem. They noted that children whose parents participate in school functions often demonstrate increased enthusiasm for learning and a stronger commitment to achieving good results. One head teacher stated:

When parents attend school functions, they send a powerful message to their children: “I believe in you.” This expression of faith not only strengthens the bond between parent and

child but also nurtures the child's self-confidence and engagement in learning (Head teacher B, 12/07/2025).

The findings of this study highlight that encouraging parents to attend school functions is not merely about increasing numbers at events, it is about strengthening the emotional and motivational foundations of learners. In Wajir East Sub-County, where socio-economic and cultural factors may limit consistent academic engagement, parental presence can serve as a critical factor in fostering both confidence and sustained academic performance. A study by Shute (2022) relates to the findings of this study, as it found that attending school events, such as parent–teacher conferences, boosts students' academic motivation and achievement by signaling parental support and involvement.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings. The chapter also presents the conclusions and recommendation of the study as well as suggestions for further studies.

5.2 Summary of the Findings

The first objective of this study sought to examine the influence of parental involvement in communication with teachers on learners' academic performance in public primary schools in Wajir East Sub-County, Kenya. In reference to this objective, findings showed a strong consensus among teachers that parental communication positively influences learners' academic performance. Most teachers agreed that timely, two-way contact with families, through meetings, phone calls, or messaging, reinforces instruction, helps track progress, and enables early intervention.

However, parental participation is limited by barriers such as mobility, low literacy, work demands, and inadequate phone access, leading to weak routine updates on academic progress. The participants further emphasized that structured communication, such as class WhatsApp groups, homework diaries, and brief well-timed meetings, increases homework completion, reduces absenteeism, and improves assessment scores. Teachers noted that low attendance at class meetings with subject teachers, delayed parental responses to school outreach, and irregular homework supervision weaken timely support for struggling learners. Students reported feeling more motivated when parents check work or discuss school, while delayed feedback prolongs academic challenges.

The second objective of the study was to assess parental involvement in school decision making on learner's academic performance in public primary schools in Wajir East Sub-County, Kenya. Under this objective, findings revealed that parental participation in school decision-making in Wajir East Sub-County is limited, with most of the teachers reporting that parents are rarely

invited to contribute to governance matters such as budgeting or policy formulation. While slightly more than half of the teachers agreed that parental input can positively influence academic performance, opportunities for meaningful engagement remain underutilized.

Students confirmed that they seldom see parents at school outside annual meetings or disciplinary issues, while PTA leaders cited late communication and pre-set agendas as barriers. Teachers and head teachers acknowledged that when parents participate, they help prioritize resources, follow up on learning at home, and foster discipline, factors linked to improved attendance, motivation, and achievement.

However, contextual challenges such as pastoralist mobility, long distances, and work commitments hinder consistent involvement. Although most teachers agreed that schools offer avenues for parental participation, this does not always translate into active engagement. Learners expressed that parental interest, checking exercise books or asking about progress, boosts motivation, yet such interactions are inconsistent.

The third objective of this study sought to investigate parental involvement in the completion of assignments at home on learners' academic performance in public primary schools in Wajir East Sub-County, Kenya. The findings revealed that parental involvement in homework in Wajir East Sub-County is generally low. Most teachers strongly disagreed that parents regularly check assignments, while a big number disagreed that they guide learners in answering questions. Similarly, most teachers strongly disagreed that parents allocate sufficient time for homework support. Learners confirmed that many parents rarely check exercise books or discuss schoolwork, though they feel more motivated when parents do engage.

Head teachers and PTA leaders attributed low engagement to factors such as pastoralist livelihoods, long working hours, fatigue, and low literacy levels, which restrict parents' ability to supervise or guide homework. Teachers overwhelmingly agreed that parental supervision and guidance improve academic performance, citing benefits such as increased homework completion,

discipline, and motivation. However, these benefits are inconsistently realized due to structural and lifestyle barriers. Students noted that even brief parental check-ins foster accountability, while lack of support leaves them working independently which hinder their performance.

The last objective of the study was to evaluate the influence of parents' volunteering in school activities on learners' academic performance in public primary schools in Wajir East Sub-County, Kenya. The findings indicated strong agreement among teachers, students, and head teachers that parental involvement in school activities significantly enhances learners' academic performance. Most teachers agreed that volunteering in school programs, attending events, and participating in academic-related activities boosts motivation, discipline, and engagement. Such involvement, ranging from academic days, mentorship sessions, and reading programs to sports and cultural events, creates a supportive learning environment, strengthens school-home ties, and signals to learners that education is valued.

Students in focus group discussions consistently expressed that seeing their parents at school made them feel proud, motivated, and more accountable for their work. Simple gestures, such as helping during school events or attending prize-giving ceremonies, were reported to improve effort and performance. Head teachers confirmed that parental presence acts as powerful non-verbal encouragement, boosting confidence and fostering collaboration between families and schools. Schools actively encourage volunteering, with most of teachers reporting that parents are invited to contribute to academic-related programs. However, engagement levels may vary depending on socio-economic constraints, pastoralist lifestyles, and time availability.

5.3 Conclusions of the Study

Based on the findings, the study made the following conclusions:

Regarding the influence of parental involvement in communication with teachers on learners' academic performance, it was concluded that effective communication between parents and teachers plays a critical role in enhancing learners' academic performance. It was also concluded that Timely,

two-way interactions, through meetings, calls, or messaging, support progress monitoring and improved learner motivation. Structured platforms like class WhatsApp groups and homework diaries boost homework completion, reduce absenteeism, and raise test scores. It was however, concluded that barriers such as mobility, low literacy, work commitments, and limited phone access hinder consistent parental engagement. Low meeting attendance, delayed responses, and irregular homework supervision weaken support for struggling learners.

Concerning parental involvement in school decision making on learner's academic performance, the study concluded that parental involvement in school decision-making is minimal, despite its potential to improve academic performance. While engaged parents help prioritize resources, promote discipline, and support learning at home, leading to better attendance, motivation, and achievement, opportunities for meaningful participation are often underutilized. Limited invitations to governance, late communication, and pre-set agendas discourage active engagement. Contextual challenges, including pastoralist mobility, long distances, and work demands, further restrict participation.

Regarding the parental involvement in the completion of learners' assignments at home, the study concluded that parental involvement in homework in Wajir East Sub-County is low, despite its proven benefits for academic performance. It was concluded that regular supervision and guidance enhance homework completion, discipline, and motivation, yet such support is inconsistent. Many parents rarely check assignments or discuss schoolwork, leaving learners to work independently, which can hinder progress. Low engagement is linked to pastoralist livelihoods, long working hours, fatigue, and low literacy.

Regarding parents' volunteering in school activities on learners' academic performance, the study concluded that parental volunteering in school activities strongly enhances learners' academic performance. Participation in academic days, mentorship, reading programs, sports, and cultural events boosts learners' motivation, discipline, and engagement while fostering a supportive school

environment. Students feel proud, motivated, and more accountable when parents are visibly involved. It was concluded that parental presence offers powerful non-verbal encouragement and strengthens school–home collaboration. While schools actively invite parents to volunteer, socio-economic constraints, pastoralist lifestyles, and limited time affect participation levels.

5.4 Recommendations of the Study

Based on the findings of the study, several recommendations were made including recommendations for policy, recommendations for practice and the recommendations for further research.

5.4.1 Recommendations for Policy

Based on the findings, the Ministry of Education should develop targeted policies and programs to strengthen parental involvement in public primary schools, especially in rural and pastoralist contexts like Wajir East Sub-County. This should include community sensitization campaigns on the value of parental engagement, provision of mobile-based communication tools for low-literacy users, and flexible meeting schedules to accommodate work and mobility patterns. The Ministry should also create inclusive school governance guidelines ensuring parents are meaningfully involved in decision-making. Additionally, training programs should equip parents with skills to support homework and encourage volunteering, fostering stronger school–home partnerships and improved learner performance.

5.4.2 Recommendations for Practice

Head teachers should strengthen parental engagement by adopting structured, accessible, and inclusive communication strategies such as class WhatsApp groups, homework diaries, and flexible meeting schedules. They should actively invite parents to participate in school governance, ensuring timely communication and open agendas to encourage meaningful input. To boost homework support, head teachers can organize workshops equipping parents with simple strategies to guide assignments despite literacy or time constraints. Encouraging regular volunteering in school

activities and recognizing parent contributions can foster pride, motivation, and stronger school–home ties. Tailoring engagement approaches to accommodate pastoralist mobility and socio-economic realities may help sustain active parental involvement.

5.4.3 Recommendations for Further Research

This study recommends that further research should explore innovative, context-specific communication strategies that address barriers such as low literacy, pastoralist mobility, and limited phone access, assessing their effectiveness in sustaining consistent parental–teacher interaction.

The study further recommends that further research should investigate how inclusive school governance models can be adapted for rural and pastoralist settings to increase meaningful parental involvement in decision-making and resource prioritization.

The study further recommends that longitudinal studies should examine the long-term impact of parental engagement in homework supervision and volunteering on learners’ academic performance, while considering socio-economic, cultural, and lifestyle factors that influence sustained participation.

REFERENCES

- Ackah-Jnr, A. (2021). *Parental Involvement in Education in Ghana*.
- Afia, K., Dion, E., Dupéré, V., Archambault, I., & Toste, J. (2019). Parenting practices during middle adolescence and high school dropout. *Journal of Adolescence*, 76, 55-64.
<https://doi.org/10.1016/j.adolescence.2019.08.002>
- Al-Hassan, S. M., Duell, N., Lansford, J. E., Dodge, K. A., Gurdal, S., Liu, Q., ... & Di Giunta, L. (2024). Parents' learning support and school attitudes in relation to adolescent academic identity and school performance in nine countries. *European Journal of Psychology of Education*, 1-26.
- Alam, M. J. (2023). Bangladesh's early childhood education settings' school preparation depends on parental socioeconomic status: an empirical study. *International Journal of Early Childhood*, 1-23.
- Amunga, J., Were, D., & Ashioya, I. (2020). The Teacher-Parent Nexus in the Competency Based Curriculum Success Equation in Kenya. *International Journal of Educational Administration and Policy Studies*, 12(1), 60-76.
- Amunga, J., Were, D.S., & Ashioya, I.A. (2020). The teacher-parent nexus in the competency-based curriculum success equation in Kenya. *International Journal of Educational Administration and Policy Studies*.
- Angwaomaodoko, E., & Ejuchegahi, A. (2023). Influence of socioeconomic status on academic performance: A comparative study of public and private schools in Nigeria. *International Journal of Innovative Science and Research Technology*, 8(4), 2342-2347.
<http://dx.doi.org/10.2139/ssrn.4850066>

- Ariani, F., Ulfatin, N., Supriyanto, A., & Arifin, I. (2022). Implementing online integrated character education and parental engagement on local cultural values cultivation. *European Journal of Educational Research, 11*(3), 1699-1714. <https://doi.org/10.12973/eu-jer.11.3.1699>
- Ates, A. (2021). The Relationship between Parental Involvement in Education and Academic Achievement: A Meta-Analysis Study. *Pegem Journal of Education and Instruction, 11*(3), 50-66.
- Ayikoru, R. (2024). *Parental involvement in education and students' academic performance in public secondary schools in Terego district Uganda* (Doctoral dissertation, Muni University).
- Barrera-Osorio, F., Gertler, P., Nakajima, N., & Patrinos, H. (2020). *Promoting parental involvement in schools: Evidence from two randomized experiments* (No. w28040). National Bureau of Economic Research.
- Barrera-Osorio, F., Gertler, P., Nozomi Nakajima, N. & Patrinos, H.A. (2021). *Promoting parental involvement in schools: Evidence from two randomized experiments*.
- Bengesai, A. V. & Nzimande, N. (2020). The association between family structure changes and high school completion in South Africa. *Social Science, 9*(133), 1-15.
- Bennett, R. E., & Gitomer, D. H. (2021). The role of assessment in the learning process: New perspectives and practices. *Journal of Educational Measurement, 58*(3), 312-332. <https://doi.org/10.1111/jedm.12382>
- Boonk, L., Gijsselaers, H. J. M., & Pil, R. (2018). The impact of parental involvement on student achievement: A meta-analysis. *Educational Research Review, 24*, 139-157. <https://doi.org/10.1016/j.edurev.2018.05.002>
- BRAC Education Program. (2023). *Parental Involvement in Education: BRAC's Experience and Lessons Learned*. Dhaka: BRAC.

- Brown, A., & Green, T. D. (2023). *Fundamentals of research design: Validity and reliability in research*. Routledge.
- Burns, N., & Grove, S. K. (2021). *The practice of nursing research: Appraisal, synthesis, and generation of evidence* (9th ed.). Elsevier.
- Choge, F. J., & Edabu, P. (2023). Parental Involvement and Learners' Academic Performance in Public Primary Schools in Kesses Sub County, Uasin Gishu County, Kenya. *East African Journal of Education Studies*, 6(2), 419-431.
- Chowdhury, N., & Khan, M. A. (2022). Impact of Parental Engagement on Primary Education in Bangladesh: A Longitudinal Study. *International Journal of Education and Development*, 34(3), 257-273.
- Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approach* (6th ed.). SAGE Publications.
- Daily nation (2021) Kenya: Kicd - Stop Doing Your Child's Homework.
<https://allafrica.com/stories/202109190043.html>
- Dingili, R., & Yungungu, A. M. (2023). Parental involvement in grade four learners' take-home assignments in Vihiga county, Kenya. *Social Sciences & Humanities Open*, 8(1), 100589.
- Directorate of Primary Education, Bangladesh. (2022). *Impact Assessment of Parental Involvement Initiatives in Primary Schools*. Dhaka: Directorate of Primary Education (dissertation).
 Broward, FL: Nova Southeastern University.
- Easterby-Smith, M., Thorpe, R., & Jackson, P. (2014). *Management and Business Research*. SAGE Publication.

- Epstein, J. L. (2018a). School, family, and community partnerships in teachers' professional work. *Journal of Education for Teaching*, 44(3), 397–406.
<https://doi.org/10.1080/02607476.2018.1465669>
- Eriksen, I. M. (2021). Class, parenting and academic stress in Norway: Middle-class youth on parental pressure and mental health. *Discourse: studies in the cultural politics of education*, 42(4), 602-614.
- Gichaga, G. W. (2023). *Determinant of Performance in Mathematics among Girls in Public Primary Schools in Isinya Sub-County, Kajiado County Kenya* (Doctoral dissertation, KeMU).
- Godson, L., Gwambene, B., & Mwahombela, L. (2024). An Assessment of The Parental Involvement Contribution on The Primary Schools' Academic Performance in Tanzania. *European Journal of Education Studies*, 11(11).
- Habyarimana, J. D., & Andala, H. O. (2021). Parental involvement and students' discipline in twelve years basic education schools in Rwanda: A case study of Nyarugenge District. *Journal of Education*, 4(1), 33-52.
- Hossain, M. S., & Ahmed, S. (2021). Parental Involvement and Student Academic Achievement: Evince from Bangladesh. *Journal of Educational Research*, 14(2), 102-118.
<https://doi.org/10.35782/JCPP.2020.2.02>
https://nsuworks.nova.edu/cgi/viewcontent.cgi?article=1314&context=fse_et_d/
- Imana, D. K. (2020). The politics of education reforms in Kenya: Critical assessment of the education system from 1963–2020. *Jurnalul Practicilor Comunitare Pozitive*, 20(2), 11–30.
- Indimuli, M. W. (2022). Parental support, communication, and supervision of home work as predictors of academic achievement among standard seven pupils in Nairobi city county, Kenya. *Kenya (Doctoral dissertation, Kenyatta University)*.

- Jele, L. C. (2023). *Factors influencing academic performance of pupils in the primary school leaving examination results for agriculture in Botswana* (Doctoral dissertation). Botswana University of Agriculture & Natural Resources.
- Jeruto, F., Kisilu, A., & Kabesa, S. (2024). Influence of Parental Roles on Academic Performance of Learners in Pre-Primary Schools in Kakamega County, Kenya. *Journal of African Interdisciplinary Studies*, 8(9), 26-36.
- Jeynes, W. H. (2024). A meta-analysis: The relationship between the parental expectations component of parental involvement with students' academic achievement. *Urban education*, 59(1), 63-95.
- Johnson, B., & Christensen, L. (2021). *Educational Research: Quantitative, Qualitative, and Mixed Approaches*. Sage Publications.
- Kaptich, P., Kiplangat, H. K., & Munyua, J. (2019). Influence of parent-teacher communication on academic performance of pupils in public primary schools in Ainabkoi sub-county, Kenya. *Universal Journal of Educational Research*, 7(6), 1356-1362.
- Kenya news agency (2019). Parents Whine Over Expensive CBC Learning Material. <https://www.kenyanews.go.ke/parents-whine-over-expensive-learning-material/>
- Kenya. *International and Multidisciplinary Journal of Social Sciences*, 10(2), 1-30.
doi:10.17583/rimcis.2021.5566
- Kgosidintsi, T., & Matshelane, S. (2023). Classroom volunteering and student outcomes: Insights from Botswana. *African Educational Review*, 31(3), 120-134.
- Khan, F. N., Begum, M., & Imad, M. (2019). Relationship between Students' Home Environment and Their Academic Achievement at Secondary School Level. *Pakistan Journal of Distance and online learning*, 5(2), 223-234.

- Kiboi, W. N. (2018). *Effect of parental socio-economic status on students' academic performance in secondary schools in Bungoma County, Kenya*. Nairobi. Kenyatta University.
- Kibombo, J. (2023). Teacher-Parent Collaboration in Uganda: Benefits and Challenges. *International Journal of Educational Development*, 92, 102564.
- Koepp, A., Gershoff, E., & Marteleto, L. (2022). Parent Involvement and Children's Academic Achievement: Evidence from a Census of Public School Students in Brazil. *Child Developments*, 93, 1744-1759.
- Lara, L., & Saracostti, M. (2019). Effect of parental involvement on children's academic achievement in Chile. *Frontiers in psychology*, 10, 451141.
- Lyu, M., Li, W., & Xie, Y. (2019). The influences of family background and structural factors on children's academic performances: A cross-country comparative study. *Chinese Journal of Sociology*, 5(2), 173-192.
- Macha, R., & Makundi, C. (2024). The Effects of Parental Social Support on Students' Academic Performance among Ward Secondary Schools in Dar-Es-Salaam City Council.
- McCombes, S. (2023). What Is a Research Design | Types, Guide & Examples. Scribbr.
<https://www.scribbr.com/methodology/research-design/>
- Mekgwe, T., & Maseko, N. (2023). Parental Involvement in Supporting Academic Performance of Intermediate Phase Learners in a Low Socio-economic Context.
- Mertens, D. M. (2020). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods* (5th ed.). SAGE Publications.
- Mohamed, A. A. (2018). *Factors influencing nomadic pupils' participation in primary education in Wajir North Subcounty, Wajir County, Kenya* (Doctoral dissertation). University of Nairobi.
<http://hdl.handle.net/11295/105134>

- Motshegwa, M. (2024). Strengthening School-Home Connections through Parental Volunteering in . *International Journal of School and Educational Psychology*, 9(1), 45-58.
- Mpho, M. (2021). Parental involvement and student achievement in Botswana: A review. *Journal of Educational Research and Practice*, 12(1), 56-70.
- Mughal, A. W. 2020. "Secondary School Students Who Drop Out of School in Rural Pakistan: The Perspectives of Fathers." *Educational Research* 62 (2): 199–215.
<https://doi.org/10.1080/00131881.2020.1755604>.
- Muhingi, W. N., Mavole, J. N., & Nzau, M. (2021). Digital literacy and online child
- Murphy, C., Matthews, J., Clayton, O., & Cann, W. (2021). Partnership with families in early childhood education: Exploratory study. *Australasian Journal of Early Childhood*, 46(1), 93–106. <https://doi.org/10.1177/1836939120979067>
- Mutava, J., Ndanu, C., & Wambiya, P. (2023). Cultural Practices And Their Influence On Completion Rates of Girls In Public Primary Schools in Wajir North Sub-County, Wajir County, Kenya. *Journal of Popular Education in Africa*, 2(9), 203-217.
- Mwang'ombe, A. M. (2021). Competency Based Curriculum (CBC) in Kenya: Teachers understanding and skills, reality on the ground, successes, challenges and recommendations on the implementation of Competency-Based Curriculum (CBC) in the Kenyan schools. *Unpublished*. <https://doi.org/10.13140/RG.2.35914.49605>.
- Mwangi, P. N., Gitonga, C. M., & Kariuki, S. (2022). Social economic predictors of parental involvement in rural schools in Kenya: implications on teaching and learning. *Education* 3-13, 1-14.

- Mwarari, C. N., Githui, P., & Mwenje, M. (2020). Parental involvement in the implementation of Competency-Based Curriculum in Kenya: Perceived challenges and opportunities. *American Journal of Humanities and Social Sciences Research (AJHSSR)*, 4(3), 201-208.
- Ndwandwe, N. D. (2023). Parental Involvement and Academic Achievement: Voices of Role-Players in Secondary Schools in Mpumalanga, South Africa. *Research in Social Sciences and Technology*, 8(4), 237-256.
- Ngangi, A. M., Mwanja, J. M., & Cheloti, S. K. (2023). An Assessment of parental level of income on students' academic performance in public secondary schools in Kenya. *International Journal of Management Studies and Social Science Research*, 10(5), 1-9.
<https://doi.org/10.56293/IJMSSSR.2022.4626>
- Ngesu, L., & Atieno, A. F. (2019). Influence of Home and School Based Factors on Pupils Academic Performance at Kenya Certificate of Primary Education in Makadara Sub-County, Nairobi County. *International Journal of Trend in Scientific Research and Development*, 3, 116-118.
- Njeru, A. I., & Kirimi, J. (2023). Assessment of parent's engagement in implementation of Competency-based curriculum in private primary schools in Tharaka south sub-county of Tharaka-Nithi county, Nithi county, Kenya. *European Journal of Education Studies*, 10(7).
- Nkhwa, T. (2022). The role of parent volunteers in Botswana's primary schools: Effects on academic performance. *Botswana Journal of Education*, 19(2), 89-104.
- Noor, M. (2021). Influence of Parental Support on Academic Performance of Public Secondary Students from Nomadic Families in Wajir County.
- Ngala, O. (2019). Parental involvement in homework and primary school academic performance in Kenya. *Kenya Education Review Digest*. Retrieved from <http://kerd.ku.ac.ke>

- Noor, M. M. (2021). Influence of parental support on academic performance of public secondary school students from nomadic families in Wajir County.
- Nyambego, J., Kiriama, H., & Omboga, N. (2020). Influence of Parental Determinants on Academic Performance of Pre-School Learners in Nyamache Sub-County, Kenya. *Journal of Research in Innovative Education, 4*(2), 1-9.
- Odhiambo, C. (2020). Influence of Parental Involvement on Achievement of Pupils in Public Primary Schools in Rachuonyo South Sub-County, Kenya.
- Omary, Z., Salum, J., & Mapunda, W. (2021). Parental involvement in their children's education in selected secondary schools in Tanzania. *Nama International Journal of Education and Development, 1*(1), 1-14.
- Ong'ondo, C. (2021, September 19). *Daily Nation*.
- Oni, A., & Osuji, C. (2024). Unlocking the Potential of Nigerian Schools through Effective Parental Involvement. *Journal of Educational Sciences, 235-248*.
- Onikoyi, O. A. (2023). Influence of Home Environment on The Academic Performance of Pupils. *Indonesian Journal of Multidisciplinary Research, 3*(1), 167-174.
- Paulynice, R. (2020). A comparative study on parental involvement (Doctoral).
- Pek, L. S., & Mee, R. W. M. (2020). Parental involvement in child's education at home during school lockdown. *JHSS -Journal of Humanities and Social Studies, 4*(2), 192-196.
- Piliyesi, S., Ogada, E. O., & Ochieng, R. J. (2020). Practical approaches to parental engagement and resource provision in curriculum implementation. *African journal of Emerging Issues, 2*(2), 70-<https://ajoeijournals.org/sys/index.php/ajoei/article/view/93>

- Pirsahebdel, S. (2024). Parental Involvement of Iranian Pupils Finnish Language Learning at the Primary School Level in Finland. *Iranian Parents' Perspectives* .
- Rowe, E., & Perry, L. B. (2020). Inequalities in the private funding of public schools: Parent financial contributions and school socioeconomic status. *Journal of Educational Administration and History*, 52(1), 42–59. <https://doi.org/10.1080/00220620.2020.1755295>
- Schmid, E., & Garrels, V. (2021). Parental involvement and educational success among vulnerable students in vocational education and training. *Educational Research*, 63(4), 456-473.
- Schmitt, N., & Stults, D. M. (2023). Incorporating split-half reliability into multidimensional scaling models: A review and new approach. *Psychological Methods*, 28(3), 332–349. <https://doi.org/10.1037/met0000350>
- Sibanda, R. (2021). “I’m not a teacher”: A case of (dys) functional parent-teacher partnerships in a South African township. *South African Journal of Education*, 41(3), 1–13. <https://doi.org/10.15700/saje.v41n3a1812>
- Simweleba, N. H., & Serpell, R. (2020). Parental involvement and learners’ performance in rural basic schools of Zambia. *South African journal of childhood education*, 10(1), 1-13.
- Smith, J., & Johnson, A. (2023). *Introduction to Research Methods: A Practical Guide*. Academic Press. <https://doi.org/10.1016/B978-0-12-820513-2.00001-8>
- Smith, J., & Jones, A. (2023). *Research methodology: A comprehensive guide*. Academic Press.
- Ssenkasi, I., & Ssali, B. M. (2023). Parents’ Provision of Scholastic Materials and Pupils’ Academic Performance in Selected Primary Schools in Kyotera Town Council, Uganda. *Interdisciplinary Journal of Education*, 6(1), 15-28.
- Ssewankambo, F. (2024). *Addressing Barriers to Parental Volunteering in Ugandan Primary Schools*. *Journal of African Education*, 15(1), 25-37.

- Stanley, N. N. O. R. O. M. (2020). Home Environmental Factors Influence on Academic Performance of Secondary School Students in Owerri Zone II, IMO STATE, NIGERIA. *Educația Plus*, 27(2), 262-275.
- UNESCO. (2022). Building Capacities for Equity in Education: *Policy Guidelines for Initial Teacher Preparation*. Paris; UNESCO.
- UNICEF, & SEAMEO. (2020). *SEA-PLM 2019 national report: Philippines*. UNICEF & SEAMEO – SEA-PLM Secretariat.
- UNICEF. (2020). How involved are parents in their children’s learning? MICS6 data reveal critical insights. *Unicef connect. Evidence for action*.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.
- Vygotsky, L. S. (2012). *Thought and Language* (A. Kozulin, Ed.). Cambridge, MA: MIT Press.
- Wilberforce, N. (2020). *Influence of Parents’ Socio-Economic Status on Pupils’ Academic Performance in Primary Schools of Kabale Municipality* (Doctoral dissertation, Kabale University).
- Wilder, S. (2023). Effects of parental involvement on academic achievement: a meta-synthesis. In *Mapping the Field* (pp. 137-157). Routledge.
- World Bank. (2023). *Educational Interventions and Their Outcomes: A Case Study of Parental Engagement in Bangladesh*. Washington, DC: World Bank.

Appendix 1: Letter of Introduction

Cecilia Kainda Nyamu
Tangaza University
P.O. Box 15055-00509 Lang’ata

Dear Participant

Greetings from Tangaza University.

I am a post graduate student pursuing a Master Degree in Leadership and Administration at Tangaza University and conducting a study on **Influence of Parental Involvement on Learners’ Academic Performance in Public Primary Schools in Wajir East Sub-County Wajir County-Kenya**. In this regards, I kindly request your assistant in fulfilling the attached questionnaire so that I can be able to analyze, collect data and compile a research project in the area above. The information gathered will be treated with the utmost confidentiality and will not be unduly disclosed, it will only be used for the purpose of this study. If you voluntarily accept to participate in the study, kindly append your signature.

Participant’s Signature..... Date.....

Researcher’s Signature..... Date.....

Cecilia K. Nyamu

Email: cecilianyamu4@gmail.com

Appendix 2: Informed Consent Form for Participants

I am Sr Cecilia Kainda Nyamu, Master's Student at Tangaza University, inviting you to take part in research study that aims at investigating the Influence of Parental Involvement on Learners' Academic Performance in Public Primary Schools in Wajir East Sub-County Wajir County- Kenya.

As a participant in this study, you will not incur any. Additionally, you can choose to exit the journey at any point without facing any negative repercussions.

Benefits of Participating in the Study: By agreeing to participate in this study, you will make a valuable contribution to the field of education, particularly in understanding of how parental involvement influences learners' academic performance in Public Primary Schools in Wajir East Sub-County Wajir County- Kenya. Please note that participation will not provide any financial rewards.

Participants' Rights: You have the right to contact the researcher if you need any clarification or have concerns about completing the questionnaire.

Sharing of Study Results: As this study aims to improve educational practices, its findings are designed to fill gaps in the literature and contribute to the understanding of principals' leadership practices and their impact on teachers' self-efficacy. Consequently, the research results will be published and made available in a journal for public access.

Contact person: For any questions or matters regarding the study, please contact the researcher: (Sr. Cecilia Kainda Nyamu– 0700884103)

Consent and signature

I accept to participate in the study under the conditions described.

Signature: Date.....

Thank you.

PARENTAL CONSENT FORM FOR MINOR LEARNER'S PARTICIPATION IN A RESEARCH STUDY

I am Sr. Cecilia Kainda Nyamu, a Master's candidate at Tangaza University. My research aims to find out the effect of involvement of parents in their children's education on student achievement in the public primary schools of Wajir East Sub-County. Your child has been chosen to be part of the sample group for this study.

If you agree, your child will be asked to participate in a brief interview or complete a brief questionnaire on their school experience and the support they receive at home. This will be conducted during school hours and should not take longer than 30 minutes. It will not involve any tests, and your child will not miss any of their classroom lessons.

Participation is completely voluntary. You and your child have the freedom to refuse or withdraw from study at any moment without incurring any negative consequences or affecting your child's education in any way whatsoever.

All data gathered will be treated with confidentiality and utilized solely for academic research. Your child's name and identity will not be published or included in any report resulting from this study.

There are no identified risks to your child being in the study. Although your child will not gain direct benefits, the study may result in better ways of promoting learners' academic attainment through more parental involvement.

Consent Declaration

I have read and understood the above. I give my consent freely for my child to be included in the study. I recognize that I have the right to withdraw consent at any point in time without any negative effects.

Parent/Guardian signature: _____

Parent/Guardian Signature: _____

Date: _____

Child's signature: _____

School: _____

Appendix 3: Questionnaire for Teachers

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 questions in all the sections by putting a tick (✓) in the appropriate space. *Remember, no answer is necessarily 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 write your name.

Section A: Demographic Information

1. Gender

Male []

Female []

2. Age bracket

20- 30 years []

31-40 years []

41-50 years

51 and above []

3. Highest academic qualification

Diploma []

Bachelor's degree []

Master's degree []

Ph.D. ()

4. Years of teaching experience

Less than 5 years []

5-10 years []

10-15 years []

Over 15 years []

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

5. Section B: Parental Involvement in Communication with Teachers on Learners’ Academic Performance.

Please indicate the extent of agreement or disagreement to the following statements. Tick (✓) appropriately: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (DA), and Strongly Disagree (SD).

Number	Statement	SA	A	UD	D	SD
1.	Parental engagement through communication has a positive impact on my students’ academic performance.					
2.	Parents of my students regularly communicate with me about their child’s academic progress.					
3.	Through school meetings, I receive timely feedback from parents regarding their child’s learning challenges or needs.					
4.	Frequent communication with parents through school visits leads to improved learner motivation and classroom performance.					
5.	Parents attend class meetings with subject teachers to discuss students’ grades					
6.	Parents respond promptly when I reach out to discuss their child’s academic issues.					

6. How would you describe the effectiveness of communication between parents and teachers in supporting learners’ academic progress in your school?

.....

7. What challenges do you face in engaging parents through communication, and how do these challenges affect learners’ academic performance?

.....

Section C: Parental Involvement in School Decision Making on Learner’s Academic Performance.

8 Please indicate the extent of agreement or disagreement to the following statements. Tick (✓) appropriately: Strongly Agree (SA), Agree (A), Undecided (UD) Disagree (DA), and Strongly Disagree (SD).

Number	Statement	SA	A	UD	D	SD
1.	Parents are regularly invited to participate in school decision-making meetings, such as budgeting and policy formulation.					
2.	Parental input in school decisions positively influences learners' academic performance.					
3.	Decisions made with parental involvement lead to better learning outcomes for pupils such as curriculum implementation and leaning programs					
4.	I feel that parents' voices are valued and considered in the school's decision-making process, which has improved learners' academic performance.					
5.	The school provides adequate opportunities for parents to contribute to academic policy decisions.					

9. In your experience, how does involving parents in school decision-making influence learners' academic performance?

.....

10. What strategies have been most effective in encouraging parents to participate in school governance and decision-making?

.....

Section D: Parental Involvement in the Completion of Assignments at Home on Learners Academic Performance.

11. Please indicate the extent of agreement or disagreement to the following statements. Tick (✓) appropriately: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (DA), and Strongly Disagree (SD).

Number	Statement	SA	A	UD	D	SD
1.	Parents regularly check if learners have completed their homework.					
2.	Parental guidance during homework time improves learners' academic performance.					
3.	Parents allocate sufficient time to help learners' complete assignments at home.					

4.	Learners perform better academically when parents assist supervising them as they do homework.					
5.	Parents' guide their children in answering assignment questions					

12. How does parental support with homework or assignments at home impact learners' academic achievement in your classes?

.....

13. What barriers do parents face in helping their children with assignments, and how do these barriers affect learners' outcomes?

.....

Section E: Parents' Volunteering in School Activities on Learners' Academic Performance.

14. Please indicate the extent of agreement or disagreement to the following statements. Tick (✓) appropriately: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (DA), and Strongly Disagree (SD).

Number	Statement	SA	A	UD	D	SD
1.	Parents who volunteer in school activities contribute positively to learners' academic performance.					
2.	Parental participation in school events motivates learners to excel academically.					
3.	The school encourages parents to volunteer in academic-related activities.					
4.	Learners perform better when their parents are actively involved in school programs.					
5.	Parents' presence during school functions boosts learners' confidence and engagement in learning.					

15. How do parents' participation in school activities (such as events, clubs, or classroom assistance) contribute to learners' academic performance?

.....

16. What opportunities or challenges exist in encouraging parents to volunteer in your school?

.....
.....

Thank you!

Appendix 4: In-depth Interview Guide for Head teachers

Section A: Demographic Information of head teachers

1. Gender: Male [], Female []
2. Age bracket: 20- 30 years [], 31- 40 years [], 41-50 years, 51 and above []
3. Highest academic qualification: Diploma [], Bachelor's degree [], Master's degree []
Ph.D ()
4. Years of teaching experience: Less than 5 years [], 5-10 years [], 10-15 years [], Over 15 years []

Section B: Parental involvement in communication with teachers

1. Can you share specific examples of how regular communication between parents and teachers has influenced learners' academic performance in your school?
2. In your opinion, what barriers hinder effective parent-teacher communication, and how have these barriers affected academic outcomes?

Section C: Parental involvement in school decision-making

1. How do parents' contributions to school policies or decisions shape the teaching and learning environment?
2. What measures has your school implemented to increase parents' participation in decision-making, and how effective have they been?

Section D: Parental involvement in completion of assignments at home

1. What patterns have you observed regarding parental support with homework, and how do these patterns influence learners' academic performance?
2. In your view, what initiatives could schools introduce to better equip parents to support their children's assignments at home?

Section E: Parents' volunteering in school activities

1. How has parental involvement in school activities (like events, clubs, or classroom support) impacted student engagement and performance?
2. What challenges do you face in mobilizing parents to volunteer, and how have these challenges affected learner outcomes?

Appendix 5: In-depth Interview Guide for Sub County Director

1. From your oversight perspective, how does regular communication between parents and teachers influence learners' academic outcomes across schools in Wajir East Sub-County?
2. How do you see parents' participation in school decision-making affecting resource allocation, teaching quality, or learners' performance at the sub-county level?
3. What strategies has your office put in place to strengthen parents' involvement in governance structures like Boards of Management or PTAs?
4. Based on your experience, how does parental engagement with homework or assignments shape learners' academic performance trends in the sub-county?

5. What challenges do parents in rural or pastoralist communities face in supporting homework, and how can schools or your office help mitigate them?
6. How does parental participation in school events, programs, or support activities contribute to learners' academic growth at the sub-county level?

Appendix 6: In-depth Interview Guide for PTA chair persons

1. From your experience as a PTA leader, how do regular meetings or communication between parents and teachers influence learners' academic outcomes?
2. What barriers do parents in your school community face in maintaining consistent communication with teachers, and how can these be addressed?
3. How does involving parents in school planning or decision-making processes affect teaching and learning in your school?
4. What strategies has the PTA implemented to encourage greater participation of parents in important school decisions?
5. What challenges do parents face in supporting their children with homework, and how does the PTA address these issues?
6. How has parental volunteering in school programs, events, or classroom activities impacted students' academic success?
7. What steps has the PTA taken to increase parent participation in school-based volunteer programs, and what challenges remain?

Appendix 7: Focus Group Discussion for Learners

1. How often do your parents talk with your teachers about your school progress, and how does that make you feel?
2. In what ways do your parents' conversations with teachers help you do better in school?
3. Do you know if your parents are involved in making decisions about your school (like rules, activities, or improvements)? How do you feel about that?
4. How do you think your learning would change if your parents had more say in your school decisions?
5. How do your parents help you with homework or assignments at home, and how does it affect your schoolwork?
6. What makes it easy or hard for your parents to help you with your assignments?
7. Do your parents take part in school activities like events, clubs, or helping teachers? How does that make you feel about learning?
8. How do you think your parents' participation in school activities helps you and your classmates do better in school?

Appendix 8: Introduction letter from Tangaza University



TANGAZA UNIVERSITY

Teaching Minds, Touching Hearts, Transforming Lives.....

REF: TU/ISERC2025/01/0078

14th May 2025

To: CECILIA KAINDA NYAMU

Reg. No. SE104/000012/2022

Dear Cecilia,

Re: "PARENTAL INVOLVEMENT ON LEARNERS' ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN WAJIR EAST SUB-COUNTY WAJIR COUNTY- KENYA"

This is to inform you that TU-ISERC has reviewed and approved your above research proposal. Your application approval number is *TU/ISERC2025/06/0078*. The approval period is **14th May 2025 – 15th May 2026**. This approval is subject to compliance with the following requirements;

1. Only approved documents including (informed consents, study instruments, MTA) will be used
2. All changes including (amendments, deviations, and violations) are submitted for review and approval by TU-ISERC.
3. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to TU-ISERC within 72 hours of notification.
4. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to TU-ISERC within 72 hours
5. Clearance for export of biological specimens must be obtained from relevant institutions.
6. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
7. Submission of an executive summary report within 90 days upon completion of the study to TU-ISERC.


Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely

Dr. Daniel M. Kitonga (Ph.D., MBA)
Chair, TU - ISERC




Appendix 9: Research permit (NACOSTI)



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Date of Issue: 30/June/2025

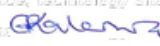
RESEARCH LICENSE




This is to Certify that Sr.. CECILIA NYAMU KAINDA of Tangaza University , has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Wajir on the topic: PARENTAL INVOLVEMENT ON LEARNERS' ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN WAJIR EAST-SUB-COUNTY-WAJIR COUNTY- KENYA for the period ending : 30/June/2026.

License No: NACOSTI/P/25/4175709

Applicant Identification Number: 406947


Deputy Director
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions

Appendix 10: Introduction letter from Tangaza University



TANGAZA UNIVERSITY

Teaching Minds, Touching Hearts, Transforming Lives.....

**OFFICE OF THE CHAIRMAN
TANGAZA UNIVERSITY
INSTITUTIONAL SCIENTIFIC AND ETHICS REVIEW COMMITTEE**

E-mail: iserc@tangaza.ac.ke Website: www.tangaza.ac.ke

OUR Ref: TU/ISERC2025/01/0078

Date: 15th May 2025

The Commission Secretary,
National Commission for Science, Technology and Innovation
P.O. Box 30623,
Nairobi – Kenya.

Dear Sir/Madam,

Re: Recommendation for Research Permit – CECILIA KAINDA NYAMU

This is to confirm that **CECILIA KAINDA NYAMU** is a PI in a researcher protocol which was submitted to TU-ISERC for review. The protocol was reviewed and approved for research permit.

Cecilia wishes to carry out research under the title "*PARENTAL INVOLVEMENT ON LEARNERS' ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN WAJIR EAST SUB-COUNTY WAJIR COUNTY- KENYA*".

I strongly recommend CECILIA KAINDA NYAMU to the Kenya National Commission for Science, Technology and Innovation (NACOSTI) for the issuance of a research permit. The permit will enable her to proceed to data collection for her study. Thanking you in advance for your cooperation.

Yours sincerely,

Dr. Daniel M. Kitonga (Ph.D., MBA)
Chairperson, TU-ISERC



Appendix 11: Plagiarism Report

g turnitiri Page1 of 53 • Cover Page

Submission ID tm:old:::1:30G8979800



Cecilia Kainda Nyamu

INFLUNCE OF PARENTAL INVOVEMENT ON LEARNERS'
ACADEMIC PERFORMANCE IN PUPLIC PRIMARY SCHOLS IN ...

Quick Submic

Quick Submit

Tangaza University College

Oliver

Document Details

Submission TD

tm:old:::1:3068979800

50 Pages

Submission oate

Nov 6, 2024, 9:36 AM GMT*3

*1*3;789Words

84,562 Characters

Download Date

Nov 6, 2024, 11:23 AM GMT*3

File Name

ANTIPLAGIARISM.docx

File Size

316.J KB

Submission ID tm:old:::1:3068979800

Appendix 12: Reliability Statistics

Cronbach's Alpha		N of Items		
.833		8		
Item-Total Statistics				
Statements	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Parental engagement through communication has a positive impact on my students' academic performance.	55.6950	137.859	.161	.821
Parents of my students regularly communicate with me about their child's academic progress.	54.6038	135.760	.298	.801
Through school meetings, I receive timely feedback from parents regarding their child's learning challenges or needs.	55.9025	135.640	.204	.703
Frequent communication with parents through school visits leads to improved learner motivation and classroom performance.	55.8365	126.232	.493	.807
Parents attend class meetings with subject teachers to discuss students' grades	53.8208	139.845	.021	.839
Parents respond promptly when I reach out to discuss their child's academic issues.	56.1069	131.925	.533	.706
Parents are regularly invited to participate in school decision-making meetings, such as budgeting and policy formulation.	54.5440	140.179	.108	.828
Parental input in school decisions positively influences learners' academic performance.	55.8236	136.232	.494	.808

