

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

MARYLN NDUNGE KANYOI



**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTER OF ARTS DEGREE IN
COUNSELLING PSYCHOLOGY OF
MOUNT KENYA UNIVERSITY**

MAY, 2025

DECLARATION AND APPROVAL

This project is my original work and has not been presented for a degree in any other University or for any other award.

MARYLN NDUNGE KANYOI

REG: MCP/2021/84275

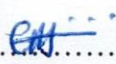
Sign: 

Date: 21/5/2025

APPROVAL BY THE SUPERVISOR

I confirm that the work reported on this project was carried out by the candidate under my supervision.

DR. CATHERINE KIRIMI, Ph.D.
DEPARTMENT OF PSYCHOLOGY,
MOUNT KENYA UNIVERSITY

Signed: 

Date: 21/5/2025

ACKNOWLEDGEMENT

Dr. Catherine Kirimi, my esteemed supervisor, has been an invaluable resource throughout this work; I am very grateful to her for the unwavering direction, insightful comments, and unending encouragement that she has provided.

My sincere thanks to the respondents from the sampled primary schools, including teachers, parents, and other stakeholders, for their invaluable contributions. I extend my appreciation to the postgraduate panelists for their tireless help which enhanced the quality of this research. I am also thankful to the typists and postgraduate administrators for their meticulous work and support throughout this process. Lastly, I want to express my deepest appreciation to my loved ones, who have been my rock and an inspiration during this ordeal by their unwavering patience, support, and encouragement.

DEDICATION

Dedication if this research project is done to my family. You have been immensely supportive in every stage and my success is yours too.



ABSTRACT

The purpose of this research was to look at how various levels of parental participation affected students' grades in a few public elementary schools in the Makadara Sub-County of Nairobi County, Kenya. The specific goals of the study were to determine how much of an effect parental involvement in school activities had, how much of an effect parental supervision of homework had, how much of an effect parent-child interaction had on students' academic performance, and how to make parents more involved in their children's education. Ecological Systems Theory was applied to explain the study phenomenon, utilizing a mixed methodology approach with a descriptive research design. Participants included class teachers (N=21) and grade five and six pupils N= 313 (n = 166 boys, and n = 147 girls) from seven selected schools in Makadara Sub-County, chosen through stratified sampling. The study tools were assessed for reliability and validity after data was gathered using questionnaires. The Statistical Package for the Social Sciences (SPSS) was used to examine the acquired data. Analysis of variance (ANOVA) and simple regression analysis were used to find variables with significant associations at a 0.05 level of significance. Tables showing frequency distributions, along with calculated means and standard deviations, were used to display the findings. Ethical clearance by the Ethics review committee of Mount Kenya University and further authorization by NACOSTI was sought before commencing the study. It was expected that this study was of significant value for future researchers, offering insights for further investigation in this field. The study revealed that class teachers largely agreed that parents play a supportive role in their children's homework by consistently inquiring, providing resources, and fostering a conducive environment (mean=3.6875). The findings also showed that class teachers generally observed active parental involvement in school activities (mean=3.7500). The study also found out that parent-child interaction was very vital when it comes to the academic wellbeing of the pupils based on the fact that it created a coherence and rapport amongst the pupils and the parent (mean=3.1250). parent-child interaction, parental participation in school activities and parental supervision of homework were determined to account for shifts in students' academic performance at Makadara's public elementary schools ($R^2=0.910$ and $F_{calc}6.395 < F_{Critical} 51.377$). The study's findings underscore the substantial influence of parental engagement encompassing direct parent-child interaction, active involvement in academic endeavors, and structured oversight in driving variations in academic achievement. This highlights the indispensable role of parental participation in fostering optimal educational outcomes and underscores its significance as a pivotal determinant of student success. The study therefore recommended that based on the findings there is the need encouraging everyone with a stake in the school system to work toward improving students' health and academic performance. This can be achieved through an all-round approach of monitoring the home/ school environment, and the infrastructure such as electrification and passable roads.

TABLE OF CONTENTS

DECLARATION AND APPROVAL	Error! Bookmark not defined.
ACKNOWLEDGEMENT	3
DEDICATION	4
ABSTRACT	5
LIST OF TABLES	11
LIST OF FIGURES	12
LIST OF ABBREVIATIONS AND ACRONYMS	13
CHAPTER ONE	14
INTRODUCTION	14
1.1 Background to the study	14
1.2 Statement of the problem	19
1.3 Purpose of the study.....	19
1.4 Objectives of the study.....	20
1.5 Research Questions.....	Error! Bookmark not defined.
1.6 Research Hypothesis	21
1.7 Significance of the study.....	21
1.8 Scope of the study.....	21
1.9 Limitations of the study	22
1.10 Delimitations of the Study	23

1.11 Assumptions of the study.....	23
1.12 Operational definition of key terms	23
CHAPTER TWO	24
LITERATURE REVIEW	24
2.1 Introduction.....	24
2.2 Empirical Literature	25
2.2.1 Parental involvement and academic achievement	25
2.2.2 Influence of parental supervision of homework on academic achievement	28
2.2.3 Influence of parent-child interaction on academic achievement	30
2.2.4 Influence of parental participation in school activities on academic achievement.....	32
2.3 Theoretical Literature/Theoretical Framework.....	35
2.3.1 Ecological Systems Theory.....	35
2. 4 Conceptual Framework.....	38
2.5 Summary of the literature review and Research gaps.....	39
CHAPTER THREE	41
RESEARCH METHODOLOGY	41
3.1 Introduction.....	41
3.2 Research Methodology	41
3.3 Research Design.....	41
3.4 Location of the Study.....	42

3.5 Target Population.....	42
3.6 Sampling Procedures and Techniques	44
3.7 Sample size	44
3.8 Construction of Research Instruments	46
3.8.2 Testing for Validity and Reliability/Trustworthiness	46
3.8.2.1 Pilot Study	46
3.8.2.2 Reliability of Research Instruments	46
3.8.2.3 Validity of Research Instruments	48
3.9 Data Collection Methods and Procedures.....	48
3.10 Proposed data analysis techniques and procedures.....	48
3.11 Ethical Considerations	49
CHAPTER FOUR.....	50
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS.	50
4.1 Introduction.....	50
4.2 Demographics and Response Rates	50
4.2.1 Demographic Information of Respondents.....	51
4.3 Descriptive statistics for Data presentation and Interpretation for Class teachers.....	54
4.3.1 Parental supervision of homework and academic achievement	54
4.3.2 Influence of parental participation in school activities on academic achievement	58
4.3.3 Influence of parent-child interaction on academic achievement	61

4.3.4 Academic Achievement.....	64
4.4 Diagnostic Tests.....	66
4.4.1 Normality Test.....	66
4.4.2 Multicollinearity.....	68
4.5 Correlation Analysis.....	69
4.5 Regression Analysis.....	70
4.6.1 Model Summary.....	70
4.6.2 ANOVA.....	71
4.7 Descriptive analysis for the pupils.....	72
4.7.1 Parental supervision of homework and academic achievement.....	72
4.7.2 Influence of parental participation in school activities on academic achievement.....	74
4.7.3 Influence of parent-child interaction on academic achievement.....	76
4.7.4 Academic Achievement.....	78
CHAPTER FIVE.....	80
SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....	80
5.1 Introduction.....	80
5.2 Summary of the findings.....	80
5.2.1 Parental supervision of homework and academic achievement.....	80
5.2.2 Parental participation in school activities on pupils' academic achievement.....	82
5.2.3 Influence of parent-child interaction on pupils' academic achievement.....	83

5.3 Conclusions of the study.....	84
5.3.1 Parental supervision of homework	84
5.3.2 Parental participation in school activities on pupils’ academic achievement	85
5.3.3 Parent-child interaction on pupils’ academic achievement	86
5.4 Recommendations for practice	86
5.5 Recommendations for policy	87
5.5 Recommendations for further studies	88
REFERENCES.....	88
APPENDICES.....	Error! Bookmark not defined.
APPENDIX I: Informed Consent Form for Class teachers	91
APPENDIX II: Assent form for minor’s participation in the research study	94
APPENDIX III: Questionnaire for Class Teachers	97
APPENDIX IV: Questionnaire for the Pupils	104
APPENDIX V: Map	109
APPENDIX VI: Similarity Index	Error! Bookmark not defined.

LIST OF TABLES

Table 3. 1:Target Population.....	43
Table 3. 2: Sample Population	45
Table 3. 3: Reliability Test for class teachers	47
Table 3. 4: Reliability Test for pupils	48
Table 4. 1: Response rate	51
Table 4.2 : Parental supervision of homework and academic achievement	55
Table 4.3: Parental participation in school activities on academic achievement.....	59
Table 4. 4: Parent-child interaction on academic achievement	62
Table 4.5: Academic achievement.....	64
Table 4.6: Normality test	66
Table 4. 7 :Kurtosis and Skewness Table	67
Table 4. 8: Multicollinearity	68
Table 4.9 Correlation Analysis	69
Table 4. 10: Model Summary	70
Table 4. 11: ANOVA.....	71
Table 4.12: Parental supervision of homework and academic achievement	73
Table 4.13: Parental participation in school activities on academic achievement.....	75
Table 4. 14: Parent-child interaction on academic achievement	76
Table 4. 15: Academic Achievement.....	78

LIST OF FIGURES

Figure 2. 1: Conceptual Framework	39
Figure 4.1 Gender of class teachers	52
Figure 4.2 Age of Teachers.....	53
Figure 4.3: Academic Qualification of Teachers.....	54
Ethics Review Certificates	110
NACOSTI	111



LIST OF ABBREVIATIONS AND ACRONYMS

CBC	:	Competency Based Curriculum
US	:	United States
UK	:	United Kingdom
PI	:	Parental Involvement
PTA	:	Parents Teachers Association
BOM	:	Board of Management
PTO	:	Parents Teachers Organization
SPSS	:	Statistical Package for Social Sciences
KCPE	:	Kenya Certificate of Primary Education
PIF	:	Parental Involvement Frequency
PIA	:	Parental Involvement Activities
PPI	:	Pupils Performance Indicators

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

National cultural and economic transitions may be facilitated via the all-around development of a child's intellect in 2019, according to the Ministry of Education. As necessary collaborators in education, parents bear the duty of delivering not just guidance but excellent academics on kids. Parental connection is fundamental to intellectual growth of the kids by giving the assist needed to enhance academics in the classroom (Jeynes, 2016). Higher levels of academic accomplishment are strongly associated with parental participation in their children's school attendance, according to research, better pupils conduct and interpersonal skills. There are several advantages to parental involvement that increase the possibility of children succeeding academically and growing up to be responsible adults, members of society who have responsibility.

According to Koskei (2014), some parents may find it difficult to satisfy their financial obligations or to cope with the many responsibilities of parenthood. He elaborates by saying that many parents don't know what they should be doing to help their children succeed in school, thinking that schools should be the only ones responsible. When parents don't value education, their children are more likely to follow suit, according to Koskei. Involvement of parents in their children's schooling may take many forms, but it always indicates that the parents value and support their child's education and are actively involved in their child's life at school. Parents that take an active role in their children's education show that they care about creating an atmosphere that is conducive to learning and development (Kahrama and Yilmaz, 2017).

Parental involvement is associated with increased motivation and higher levels of self-esteem in students (Sheldon & Epstein, 2015). When parents engage in their child's learning process, it communicates the message that education is essential and boosts the child's confidence in their abilities. The foundation of parental engagement is the level of support parents provide their children and the level of involvement parents have in their children's education. This implies that parents are crucial in making their homes conducive to learning by keeping them clean, safe, and supportive.

At school, the aspects of parental involvement include; financial support, visiting /contacting the school personnel for follow ups, attending school meetings when called upon, volunteering at school and many others. Participation from parents in their children's schooling has numerous positive effects. Nevertheless, the most significant advantage is the enhancement of students' academic performance. Kartika et al. (2019) showed that parental cooperation with the teacher is crucial to the child's educational achievement. Parents should provide kids' needs to help them in their academic aspirations. A child's parents' warmth, affection, and responsibility motivate them to learn at school. The simple fact is that kids whose parents are interested in their schooling tend to be more self-controlled and behave well (Hill & Taylor, 2014). The presence of supportive parents provides a sense of security and structure, leading to improved conduct in the classroom and beyond.

Stakeholders in academic progress of children has placed a high premium on primary school pupils' academic success. This is based on the overall inclusivity of representatives of the government, parents, students, teachers, staff members, religious institutions, and social staff members as well as the community around the school. The pupils' performance has improved dramatically based on the parental shield in academic endeavors of the pupils. Parental participation in Academic symposiums, particularly for students in public elementary schools,

provide parents a feeling of pride in their children's work, which in turn boosts their children's performance in school (Kibaara & Ndiragu, 2014).

According to Rabbani et al. (2022), this illustrates how important it is for parents to have a firm grasp of their roles in their children's education, both at home and at school. A lot of studies focus on how important school leadership and instructors are, but they seldom include how much of an impact parents have on their kids' grades. Parents' active participation is widely acknowledged as a critical component in supporting their children's academic achievement and social-emotional development (Saracostti, 2019). Research out of the United Kingdom on the correlation between involved parents and high test scores found that some parents face many obstacles while trying to help their children succeed in school. Despite efforts to increase parental involvement in their children's schools, many families still face significant financial and social obstacles. This highlights the significance of good communication, which is defined as the sharing of information with the goal of improving a child's academic performance (Ntekane, 2018).

Parental participation is positively correlated with kids' academic success, according to a meta-analysis by Fan and Chen (2011) that included data from many European nations. Similarly, Jeynes (2015) conducted cross-cultural study in 14 countries to determine the impact of parental participation underscored the significance of cultural background in determining parental involvement practices and their impact on academic achievement.

A review of 37 research spanning elementary, middle, and high schools in the US from 2000 to 2013 found that parental participation positively and modestly affects kids' academic performance (Castro et al., 2015). Parental participation is positively correlated with children's academic success, according to a meta-analysis of 25 research conducted by Garbacz et al. (2018) that focused on schools in India. Additional evidence that parental participation may take several forms was provided by Schueler et al. (2017) in their study of Chilean public schools.

Research conducted in African nations has shown a correlation between active parental participation and academic success for their children. For example, a study by Matoti and Ntantala (2016) in South Africa found that students with engaged parents exhibited higher levels of academic performance. In their research on parental involvement in Ghana, Afrifa and Koomson (2015) reported that children with supportive parents were more likely to attend school regularly. A study by Obiakor et al. (2019) in Nigeria highlighted how parental involvement promoted a sense of cultural identity and pride in students.

Parental engagement in education has been severely undervalued in Katsina State, Nigeria, according to Ibrahim and Jamil (2012). When both parents are working, it might be difficult for them to be involved in their children's school activities because of the economy. In a similar vein, Munje and Mncube (2018) of South Africa contended that teachers' views of parents' lack of engagement in their children's education often ignore the real-world obstacles to such involvement, further excluding parents. According to their research, schools in low-income areas must create and execute plans that take into account the specific difficulties faced by parents in order to engage them in a way that is both effective and accessible.

A study by Serpell and Mumba (2016) in Zambia exposed good results of parental support on students' emotional and social development. Similarly, Muthaiga (2018) in Tanzania demonstrated that active parental engagement facilitated better communication and collaboration between parents and teachers. Consequently, there are many advantages to parental participation in education in African nations, including improved academic outcomes, stronger cultural identity, enhanced parent-teacher relationships, and the promotion of educational aspirations and community engagement.

In Kenya, Echaune (2015) found that primary school students in Teso North Sub-County, Busia County had more willing and able mothers than fathers, but that this help was mostly in the areas of reading, writing, and solving complex issues. Parents' positive reinforcement and encouragement had a substantial impact on their children's desire to attend college, according to research by Oanda and Khisa (2021). Furthermore, Ondieki's (2012) qualitative research on parents' roles in their preschoolers' schoolwork in the Dandora Educational Zone found that a wide range of parental engagement, Participation in extracurricular activities, such as going to school events, connecting with teachers, and volunteering, had a beneficial impact on students' grades.

Maina (2017) set out to investigate, in Makadara, public elementary schools serving slum populations and the variables impacting students' KCPE results. According to the results, a lot of parents just do not have the time to be involved in their kids' school. Students whose parents took an active interest in their schooling outperformed their peers whose parents took a more passive role. Similarly, Mwangi (2020) found that some parents are quite involved in their children's schooling, either by supervising or by communicating with teachers. Whereas others are more involved because of their job, their financial status, or because they don't realize how important

they are to their academic achievement. Consequently, student achievement varies greatly; some schools report better results associated with engaged parents, while others report worse results as a consequence of sporadic or nonexistent parental participation.

Parental participation and its effect on children's academic achievement are explored in great detail in the Kenyan studies. However, a research gap is evident in the need for further investigation into the various aspects of parental involvement in different academic areas. Echaune's (2015) study highlights the difference in parental assistance based on gender, but it does not explore the reasons behind this discrepancy. Additionally, Oanda and Khisa (2021) emphasize the significance of parents' encouragement for university aspirations, but they do not delve into the various aspects of parental involvement in the first place. Furthermore, Ondieki's (2012) qualitative study focuses on parental involvement in pre-schooling academic work, but there is a lack of research examining the continuity and evolution of parental involvement throughout a child's academic journey.

Future studies could address these gaps to develop getting a better grasp on the factors that influence parental participation and the lasting impacts it has on academic performance in different regions of Kenya. Moreover, exploring parental involvement in a broader range of schools, including private and public institutions, would provide a fuller picture of the nation's predicament. This work aims to explore the various aspects of parental duty that play a key role such as parental participation in school activities, parental supervision of homework, parent-child interaction on pupils' academic and interventional strategies to improve on pupils' academic achievement which the previous studies have not exhaustively explored.

1.2 Statement of the problem

Public elementary school students' academic performance is an important issue in Kenya, especially in densely populated regions like Makadara Sub-County. Nairobi County. Despite

government efforts to enhance education through policies such as Free Primary Education (FPE) and parental engagement initiatives, many pupils continue to perform below expectations. Studies indicate that parental involvement significantly influences pupils' academic success, yet many parents in Makadara Sub-County exhibit minimal participation in their children's education. Inadequate academic assistance at home is typically a result of factors including budgetary restrictions, poor parental education levels, and metropolitan job schedules.

The current body of research highlights the significance of parental involvement in enhancing academic achievement. This involvement may take many forms, including monitoring homework, participating in school meetings, and establishing a conducive home environment for learning. Findings show that many parents in Makadara Sub-County are either not involved in their children's education or don't know how to help their children succeed in school. There has not been a comprehensive study of how parental participation affects academic success in this area.

So, the purpose of this research is to find out how certain public primary schools in Makadara Sub-County fare when parents are actively involved in their children's education. The study's overarching goal is to inform the creation of policies and interventions to improve students' academic achievement by illuminating the many facets of parental involvement.

1.3 Purpose of the study

The purpose of this study was to evaluate the influence of parental involvement on pupil's academic achievement of public primary school in Makadara Sub-County, Nairobi Kenya.

1.4 Objectives of the study

The study was guided by the following objectives.

- i. To determine the influence of parental participation in school activities on pupils' academic achievement in public primary schools in Makadara Sub- County, Nairobi County.
- ii. To find out the influence of parental supervision of homework on pupils' academic achievement in public primary schools in Makadara Sub- County, Nairobi County.
- iii. To examine the influence of parent-child interaction on pupils' academic achievement in public primary schools in Makadara Sub- County, Nairobi County.
- iv. To come up with interventional strategies that will improve parental input towards pupils' academic achievement in public primary schools in Makadara Sub- County, Nairobi County.

1.5 Research Hypothesis

H₀₁: There is no significant influence of parental participation in school activities on pupils' academic achievement in public primary schools in Makadara Sub-County, Nairobi County.

H₀₂: There is no significant influence of parental supervision of homework on pupils' academic achievement in public primary schools in Makadara Sub-County, Nairobi County.

H₀₃: There is no significant influence of parent-child interaction on pupils' academic achievement in public primary schools in Makadara Sub-County, Nairobi County.

H₀₄: There is no significant influence of interventional strategies on improving parental input towards pupils' academic achievement in public primary schools in Makadara Sub-County, Nairobi County.

1.7 Significance of the study

By highlighting the critical role of parents in determining their children's academic achievement, this research offers helpful insights for school administration, especially principals.. The results

highlight the value of parental participation, especially in keeping an eye on assignments., as a crucial factor in improving academic performance, even in under-resourced public schools.

It offers essential guidance in designing effective policies that promote academic achievement. By integrating parental engagement into the policymaking process, policies become more inclusive, addressing not only the needs of school staff but also recognizing parents as key contributors to students' success.

Moreover, this study serves as a vital reference for academicians and future researchers exploring parental involvement in education. It highlights key areas requiring further investigation and provides a foundation for future studies aimed at bridging existing research gaps. Additionally, parents themselves benefit from the study as it reinforces the effect of their involvement in their children's educational process, ultimately influencing academic outcomes.

1.8 Scope of the study

Public elementary schools in Nairobi County's Makadara Sub-County were the sites of the research. This study involved 7 public primary schools whereby the class teachers and learners of grades five and six took part in the study.

1.9 Limitations of the study

Only some public elementary schools in Makadara Sub-County are included in the research., which limits the applicability of its findings to other areas with distinct socioeconomic and cultural backgrounds. Additionally, some responses may reflect social desirability rather than an accurate portrayal of parents' hands-on engagement in their kids' schooling, which might cast doubt on the reliability of the results. The research is also constrained by the time available for data collection, which may limit both the depth of the investigation, and the number of participants included. Furthermore, variations in school policies regarding parental involvement could influence how

involved parents are in their children's schooling, which makes it hard to come to a consensus. Finally, students, instructors, and parents all provided self-reported data for the research, which might be skewed due to exaggeration or memory bias.

1.10 Delimitations of the Study

Pupils' academic performance in a subset of public elementary schools in Nairobi County's Makadara Sub-County was the focus of this research. Supervising schoolwork, taking part in extracurricular activities, and communicating with children were the three main areas of parental engagement that were highlighted. Because this study only included participants from Makadara Sub-County, it is possible that the results do not apply to the rest of the county or the nation.

1.11 Assumptions of the study

Participants' willingness to cooperate and participate in the research was taken for granted throughout the study. It presumed that the respondents would respond to questionnaires honestly and provide accurate information.

Similarly, this study assumed that relevant data collected through the use of a research questionnaire based on academic performance, parental involvement was accessible from those who were randomly selected and obtainable from the randomly selected teachers and as well as selected pupils in grade 5 and in grade 6. The study assumed that the response rate for data collection was sufficient to minimize non-response bias. It presupposes those non-respondents' characteristics was not significantly differed from the respondents, ensuring the findings are not biased due to missing data.

1.12 Operational definition of key terms

Parental involvement: This entails a wide range of behaviors but generally is a parent's dedication and involvement in their child's education at school.

Academic achievement: This is based on how a learner (pupil) has been able to achieve the academic goals within a stipulated timeframe set by self.

Parent-child interaction: This is whereby there existing a connection between the child and the parent through academic engagement in this case in order for the child to achieve the set academic goals.

Intervention strategies: This refers to mitigations contents which are induced to overcome or bridge the diversion of academia especially in a situation the parental involvement on academic activities of a child.

Supervision: This implies a situation whereby a parent is able to monitor and undertake strict measures through consideration of every assignment given to the child that is critically undertaken on time and with the required standards of performing that task.

Parental participation: Here, we have parents who are worried about their children's safety through frequent attending the academic clinics and school activities which are based on ensuring the child is well presented in all school's activities requiring the presence of the parent.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The relevant literature is presented in this chapter in the following sections: Statistical studies, Three parts make up the literature review: theoretical, conceptual, and a summary.

2.2 Empirical Literature

This section was set out to review previous researches/studies that were relevant to the current study in so that we may address the particular research topics. This section entails a review of the relationship among variables under study.

2.2.1 Parental involvement and academic achievement

National research conducted in K–2 schools across the United States by McNeal Jr. (2014) estimated many hierarchical models that attempt to investigate the effects of parental participation on students' academic performance, both directly and indirectly. The study was based on cross-sectional research. The results indicated that various engagement tactics impact parent-child and parent-school academic performance. This implied that different PI kinds affect academic achievement, either directly or indirectly. Parental participation was defined by Garbacz et al. (2018), who used a meta-analysis of 25 research in Indian and Azerbaijani schools using a trial size, age, race, scholastic excellence measures and facet of scholastic success of parental participation. The authors arrived at the conclusion that, despite the fact that the cumulative GPA was likewise ascertained to be negatively connected with academic performance, it was more influenced by parent participation than grade point ratings per topic. The current study therefore sought to elaborate on how parental participation influence academic achievement of grade five and six pupils by focusing on various aspects of parents' engagement such as parental responsibility in school activities, parental supervision of homework, parent-child interaction.

In a study by Schueler et al. (2017) conducted studies in Chilean secondary schools planned to investigate how different parent engagement contours impact kid's attainment in school. A mixed methods research design was utilized which involved gathering quantitative and qualitative facts. The findings demonstrated the variety of methods in which parents might become involved.

Among these were the channels of interaction that enhance learning linking the home and the school. Participation in both school and household activities. Taking into account the hypothesis that this PI was evaluated according to goal-setting, homework supervision, and involvement in academic endeavors, the current study sought to consider how parental involvement is critical to grade five and six pupils' academic achievement instead of students therefore filling the gap in existence.

Research on family involvement in elementary education was conducted using data from eastern Uganda (Berg et al., 2019). The study used a cross-sectional survey whereby Two thousand six hundred sixty-nine sixth-grade students participated in state-funded and private primary education research. The writers proposed that talking with children, singing with them, and creating goals would improve academic performance. A regression analysis was used in the study model and considered confounders from the home, school, and person. It showed that a unit of growth in the participation of parents through target-setting, communication, and parenting increases students' educational attainment within state-sponsored institutions by a considerable margin. The study at hand will therefore fill the gap in existence through use of mixed methodology to distinguish how different parameters of parental engagement are critical towards the academic achievement of their children in Makadara Sub-county, Nairobi.

Fajoju et al., (2016) pursued a study to investigate the correlation linking primary school learners' scholastic achievement in Edo State, Nigeria, and parental involvement in their children's schooling. The research involved 1,895 male and female participants and used a descriptive design. Parents' involvement significantly affects their children's academic achievement in three critical areas, according to the findings: English (including language arts), maths and science. The authors suggested implementing various strategies utilized by counselors and educational psychologists to enhance guardian contribution. This current study aimed at addressing the existing gap by

exploring how different aspects of parental influence can improve the scholastic attainment of learners in state-funded primary schools within Makadara Sub-County, Nairobi.

Research by Mudibo (2016) intended to ascertain the correlation amidst guardian engagement and the scholastic status of learners undertaking secondary education in Magarini Sub-County, Kilifi County. Design used in the research was descriptive and the researcher regressed the study variables to deduce results. The study focused on parents' assessments of their kid's potential, close to parental supervision, how parents are seen by their children as being involved, and the frequency with which parents take part in extracurricular activities at school. According to the study, higher parental participation leads to greater self-efficacy, which results in improved scholastic attainment. This insinuates that parents' participation by associating in school-related exercises resulted in improved academic scholastic accomplishment. Students' academic performance was shown to be favorably impacted when parents were involved in their children's schoolwork. Present study comes in to broaden the scope of parental collaboration by looking in to other facets of guardian participation such as parent-child interaction, parental assistance on homework activities and how they affect benefit students at Makadara Sub-County's public elementary schools on an academic level.

Koskei (2014) investigated the possibility of a connection linking scholastic achievement of secondary school learners and familial commitment. The study's sample consisted of Form 4 students from six schools. Furthermore, it planned goal-setting, assignment supervision, and decision-making processes. In contrast, Bronfenbrenner's ecological systems theory gave the basis for investigation, as did Epstein's theory of intersecting impact spheres. They were making use of both means and SD. Regression was also conducted in the analysis. Research discovered that Pupils' academic performance in secondary school is unaffected by parental involvement. Nevertheless, research demonstrated that creating goals and managing tasks had a positive

achievement in school. Considering that other studies produce inconsistent findings, this one is broadening our knowledge of the subject, revolving around pupils in public elementary institutions.

Using the James William and Baumrind parenting theory, Wairimu et al. (2016) investigated the association linking parental commitment of secondary school students in Kieni West, Nyeri County, and their sense of wellbeing. A descriptive survey of 200 randomly chosen students from eight different schools served as the basis for the study, which discovered a high positive correlation. It suggested attending to the psychological needs of students and conducting additional research on the various types of guardian engagement. This study closes the gap by investigating familial support in evaluating the academic development of secondary school students in the Makadara Sub-County of Nairobi's public elementary schools.

2.2.2 Influence of parental supervision of homework on academic achievement

One of the most important factors affecting students' performance in elementary school is whether or not their parents check their homework. Researchers have examined various dimensions of parental involvement, including direct supervision, assistance, and the establishment of a conducive domestic educational setting.

Gonida and Cortina (2014) examined correlation linking guardian-supported assignments and scholastic motivation, noting that constructive support, as opposed to excessive control, positively influenced children's engagement and achievement. Similarly, Hill and Tyson (2009) found that a balanced approach where parents provide guidance without excessive interference—fosters independence and academic success.

Moreover, Espinosa (2018) did an investigation on the subject of promoting family participation in supervising mathematic literacy. Research's goals were to determine whether family

involvement increases with implementation of at-home maths literacy kits and whether parental involvement promotes the development of mathematical literacy skills. The research design used was explanatory. The preschoolers, who ranged in age from three to five years, were the participants of a private urban multilingual childcare center located in northern New Jersey, USA. Participants were interviewed as part of a survey research approach utilized to gather statistics for study. The findings demonstrated that parents helped their kids at home and that Latino families appreciated using the math literacy packets that were sent home with them. However, this study exposed a research gap in that it looked at preschoolers and the current study was based on parental supervision of homework of pupils in public primary schools.

Yamamoto et al. (2016) investigated the connection between a child's academic achievement and parents' homework supervision. The two learning domains that were being examined were English and mathematics. A correlational approach was used in the investigation. The study considered use of how parent engaged through provision of materials need for homework such as rubbers and pencils. The main participants in the study were 112 American women and 17 preschool-aged children, and 116 Japanese mothers and 19 preschool-aged children. The research was survey-based and had a longitudinal design. The results demonstrated that parental homework supervision improved preschoolers' Math and English academic achievement. However, the current survey methodology is rigid, providing limited room for modifying the questions. To close the gap, the current study used questionnaires customized for the target population.

Ndebele (2018) conducted a study to understand how public primary school administrators saw homework's contribution to pupil's academic progress in grades one through three. The study was in dire need to expatiate on how parents supervised homework takings. The study involved twenty-one principals from the eight public elementary schools in Johannesburg, South Africa. The research design used was qualitative. The qualitative inquiry used semi-structured interviews to

gather data. Participants were chosen by sampling at random. Conclusions showed that, because homework raises pupil's performance through parental supervising it at home, it is a useful teaching strategy for foundation phase pupils. However, participant impressions which may not be quantifiable were evaluated in this study. The current study used qualitative data that was to evaluate on the direction and degree of link amidst homework monitoring by parents and scholastic achievement.

Mwenda (2017) studied association amidst parents' assistance with homework and their level of parental supervision of their lower primary school pupils. Three public schools in Laikipia were used to recruit a purposive sample of standard two pupils, parents, and educators involved in the research. A descriptive research design was used. The participants completed questionnaires and were also interviewed. A sizable portion of parents reported that they help kids in their homework, which benefits pupils' academic achievement. One drawback of this study was that the two standard learners who were the subject of the investigation might not have been able to provide thorough answers to both the interview and questionnaire questions. The current study focused on grade 5 and grade 6 pupils who can read, understand and respond to questions on their own.

2.2.3 Influence of parent-child interaction on academic achievement

The effect of filiation on educational attainment has been the subject of a great deal of empirical research. According to Fan and Chen (2011), the term "filiation" describes the degree to which parents are involved in and supportive of their children's academic pursuits.

For example, a longitudinal study by Flouri and Buchanan (2013) exposed the results of parent-child interaction on academic achievement over time. The researchers found that a positive and supportive parent-child interaction was associated with better academic outcomes, including higher test scores and increased engagement in learning activities. Another cross-sectional study by González-

DeHass et al. (2015) investigated the link between parent-child conduct on academic gain in different cultural contexts. The study revealed that children who experienced frequent and positive interactions through frequent communication with their parents concerning their education tended to perform better academically. The current study will therefore seek to affirm the conclusions on the students at Makadara Sub-county's public elementary schools as a result of interactions with parents and students.

Additionally, a meta-analysis by Fan and Chen (2001) synthesized findings from multiple studies on parent-child interaction and academic achievement indicated that parental involvement, including communication, academic guidance, and emotional support, significantly influenced students' educational outcomes. Furthermore, a study by Sui-Chu and Willms (1996) examined parent-child interaction and its effects on student motivation in multiple countries. The research demonstrated that students with supportive Academic achievement and motivation were both enhanced when parents took an active role in their children's schooling. This study will therefore consider affirming the findings in a Kenyan context specifically in Makadara Sub-county focusing on grade 5 and grade 6 pupils in public primary schools.

Masabo (2017) investigated how guardian commitment in school activities affects learners' outcomes in the classroom in Tanzania's Kibondo district's Community Secondary Schools (CSS). The study emphasized that parents, as key stakeholders, share responsibility for their children's academic success. Using a convergent parallel mixed-method design, it combined phenomenology for qualitative analysis and a cross-sectional approach for quantitative data. The study involved 180 participants, including teachers, students, head teachers, and parents. Data collection methods included interviews, questionnaires, and document analysis. We used descriptive statistics like percentages and frequencies to examine the quantitative data, and we used themes to organize the qualitative data. The findings revealed several challenges hindering guardian involvement, such

as limited resources, communication barriers, and lack of experience in engaging with teachers, leading to fear of embarrassment.

The study concluded that academics can be better if all stakeholders join hands and encourage learners to do better on academics. The study's final recommendation was that all parents, regardless of socioeconomic status, should be involved in their children's schooling. Parents have unique obstacles when trying to be involved in their children's school life (Masabo, 2017), notably when trying to enforce household norms. The purpose of this research is to look at how parents' engagement affects their children's performance in school in Makadara Sub-County, Kenya's public primary schools. Key components of parental engagement, such as involvement in extracurricular activities, homework supervision, and parent-child connection, will be the focus of this study.

In Chuka Division, Tharaka-Nithi County, Muchunku (2014) planned to investigate the impact of students' socioeconomic status on their KCPE scores. It found that educated parents tend to place a greater emphasis on educational success, holding higher expectations for their children. These parents, due to their educational background, acknowledge the significance of cultivating strong connections among communities, schools, parents, and children in order to improve educational achievements. Conversely, inadequate parental support and neglect of a child's socio-economic needs often lead to poor academic performance. While the study primarily focused on socio-economic factors, it also aims to investigate other aspects of parental engagement, like taking part in extracurricular activities, supervising schoolwork, and communicating with their children.

2.2.4 Influence of parental participation in school activities on academic achievement

In order to determine how helping educational activities affected students' grades, Mante et al. (2021) performed a cross-sectional research in Ghana. The research used questionnaires to gather

information from 363 pupils at Kwabre East Municipal. In order to establish the connection between family composition and academic performance, quantitative and descriptive studies were carried out, with the Pearson Correlation Coefficient being used. The results showed that parents' capacity to actively participate in their children's education was severely hindered by financial restrictions. Parents' active participation in their children's education was also shown to be positively correlated with their children's academic performance. It is evident that there is a lack of study on how parental involvement in school activities affects children' academic achievement.

Lafortune et al. (2018) used a cross-sectional survey to look at how school funding was restructured and how students were given credit for their accomplishments. The study determinants were based on how frequent parents checked on the discipline of their children. The poll was completed by 532 secondary school pupils from different types of educational institutions. The research made use of regression analysis. The findings revealed that parental discipline was very critical increasing students' academic performance in public schools. Consequently, the current study comes in to look at the influence of parental participation in academics on grade 5 and grade 6 pupils in public primary learning centers.

Muller and Kerbow (2018) researched on how parental participation affected adolescents' academic achievement at home, school, and community-employing regression, correlation, and descriptive analysis with a survey study design. The data was gathered from seventy teachers. It was found that parental involvement positively affects students' academic performance, such as helping at school functions and attending meetings. The current study is affirming those findings

but involving the class teachers and the pupils in the study with consideration of pupils in public primary schools.

The correlation between student discipline and academic performance was investigated in a survey by Anderson et al. (2019) that polled 400 participants. Discipline has a beneficial effect on kids' academic achievement, according to the study's quantitative and descriptive data analysis. But this study fills a need in the literature by examining the effects of parental engagement on students' academic performance in public primary schools, especially when it comes to extracurricular activity.

Nalugemwa (2022) examined the selected public secondary schools to determine the extent to which school traditions impacted students' academic performance. The study combines qualitative and quantitative research approaches using a cross-sectional survey methodology. Setting goals has been found to affect pupils' academic performance in secondary government-aided institutions. Specifically, goal-setting supports class coordination, evaluation, adherence to the teaching schedule, discussion group encouragement, and continual student observation and supervision, all of which assist students' academic progress.

Njeru et al. (2018) reviewed studies published between 2003 and 2017 examining how parental engagement correlates with academic achievement in Kenyan school-aged children. The research design used was correlational. Their associations with academic achievement, reading aloud to their children, having high hopes and expectations for their education, and other parental involvement traits seem encouraging-communication between parents and kids regarding

education, parenting guidance, and learning help. The current study seeks to affirm the findings through use of a different group which is class five and six pupils.

The benefits of having high benefits on academics include good exam scores, strong self-esteem, and a relatively higher high school graduation rate, according to Robinson and Harris's (2016) correlational investigate the impact of parental involvement on children whose parents share their academic achievements with them. They seek additional education, become more self-assured and motivated in the classroom, and have excellent classroom behavior and social skills. The current study therefore seeks to affirm to the findings previously exposed but in a different context from pupils in public primary schools.

As those above demonstrate, studies are starting to demonstrate how the school is connected to the home in order to increase parental involvement. A school-established family involvement policy is a helpful tactic to increase parental involvement in school. Harris (2016) warned that not every involvement-based duties will improve a student's academics. This emphasizes the need for a study to identify the engagement activities with positive result on academic attains. This study looks in to several aspects of parental participation in school activities in public primary schools that can influence pupil's academic achievement.

2.3 Theoretical Literature/Theoretical Framework

The impact of parental participation on a child's academic attainment was investigated in this research, which was grounded in Ecological Systems Theory.

2.3.1 Ecological Systems Theory

Urie Bronfenbrenner's (2020) theory of ecological systems served as the basis for this investigation. Living organisms interact with their environment in ecological systems. The relationship between parental participation and environmental systems, which impact students'

academic success, was the main focus of this research. Salwiesz (2015) analyzed the impact of parental involvement on their children's educational experiences across a range of racial groups using ecological systems theory. The study focused on four environmental systems: the macro, exo, meso, and micro systems. However, micro- and meso-systems were the primary focus of our investigation. Although his primary interest was the surroundings, Bronfenbrenner also examined the combination between an organism and its surroundings. This study's main eye was on the interactions that take place between homes and schools, and also between parents versus students and teachers versus students.

Whether at home or at school, the microsystem environment remains the primary channel by which children and their parents are able to communicate. According to this study, the microsystem includes parental participation in goal-setting, expectation-setting, and homework supervision. The interactions between two or more microsystems that kids regularly contact with, such the association amidst home and school, are defined as the meso-system environment. Parents' commitment in school functions, their communication of expectations to their kids, and the goal-setting process are all part of this study's examination of the meso-system environment.

The exo-system environment indirectly impacts academic success, lacking a direct connection to the student. Components of the exo-system include factors like parents' occupations, gender, and educational background. These elements can influence familial involvement both directly and indirectly. For instance, a parent's educational experience may affect their ability to monitor homework by helping them identify potential learning challenges.

The macro-system environment consists of all external factors, both significant and minor, that affect how these systems function in addition to the student. There are systems for politics,

economy, society, technology, law, and education all included. Results showed that parents' socioeconomic position and level of education affected on their level of parental participation.

Study by Lask et al. (2021) examined the home and school systems- the two main systems for learners in terms of parental participation and academics using the ecological systems theory. In addition, Bunijevac (2017) looked at sixty studies that looked at parental involvement in the home and the classroom. Results showed that parents' socioeconomic position and level of education affected on parental works at home and at school. Following an analysis of the micro, meso, exo, and macro systems, they identified familial duties in the learning soroundings as a component of the meso-system and guardian attachment in the home as a component of the microsystem.

This study also employed the ecological systems theory to focus on the surroundings of the micro, meso, exo, and macro systems. The interactions amidst a student and teacher at school or between a parent and child at home are described as microsystems; a suitable example of this would be a parent monitoring their child's assignment. The Meso-system environment is thought to be made up of the interactions between the home (parents and pupils) and learning centers. One example is when parents participate in school events. It is thought that the social-economic influences of the parents, whether overt or hidden, has an impact on the academic achievement of their kids as well as how long it takes them to get home from school. On the other hand, the Macro system environment's technological, legal, political, and educational facets are incorporated. Examples include if the school allows parents to inform the school via technology and if the school has a guidelines on family engagement. The first two domains, the micro-and meso-systems, will provide the main framework for this study because they encompass the fact that through parental participation in schools' activities, parental supervision of homework, the interaction amidst parent and child creates an enabling environment towards their academic achievement.

2. 4 Conceptual Framework

One theoretical tool for outlining key concepts is the conceptual framework., variables, and interconnections essential to a research endeavor. It forms the backbone for steering the research's design, data gathering, and analytical processes. For this particular study, the conceptual framework acts as a proposed model, pinpointing the specific concepts or variables being investigated and illustrating their interrelation

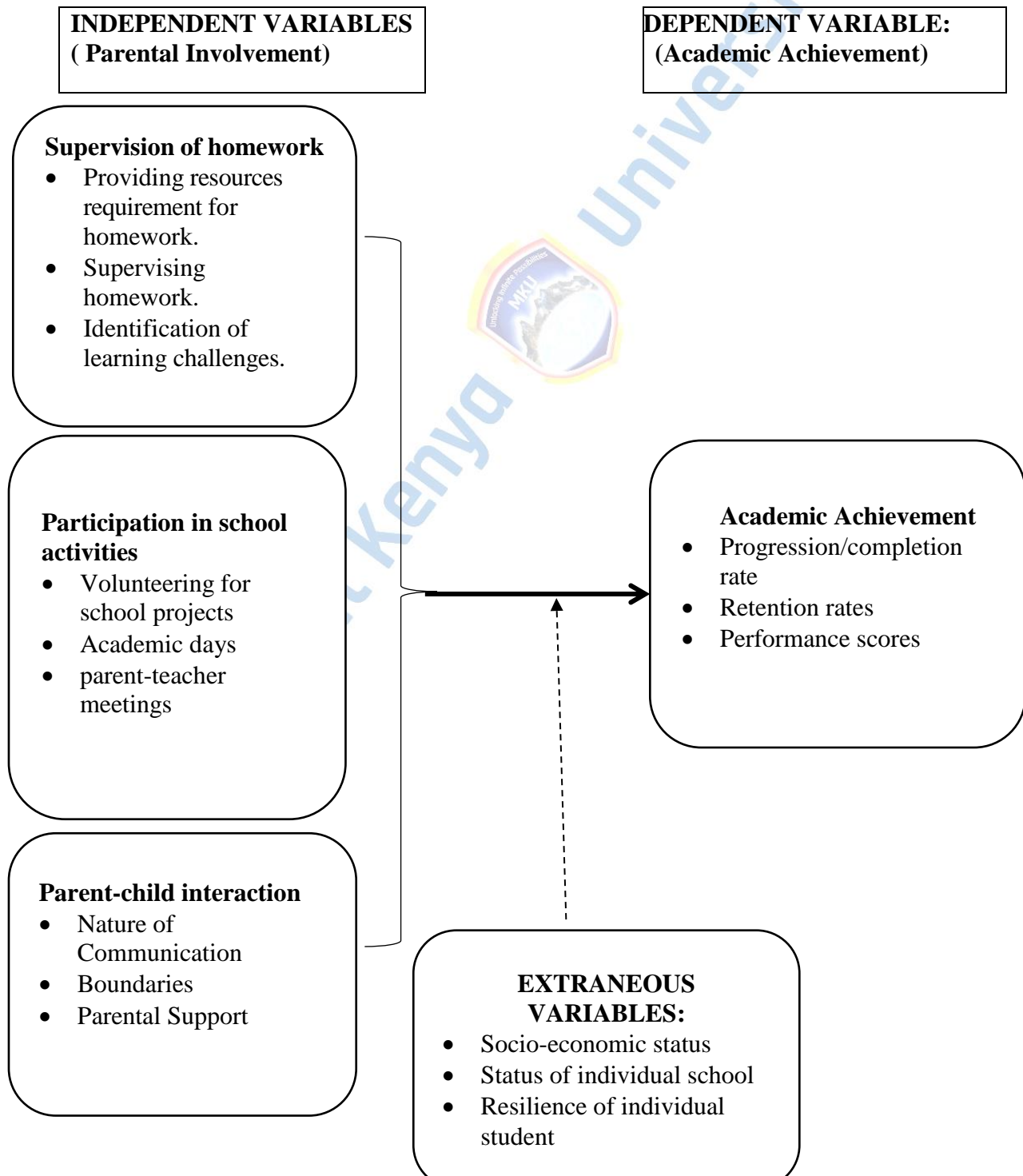


Figure 2. 1: Conceptual Framework

2.5 Summary of the literature review and Research gaps

In this chapter, we looked at research that really measures how parental engagement affects students' grades. Students enrolled in public primary schools will have their academic performance evaluated to determine the role that parental involvement plays in improving student achievement. Ecological systems theory, upon which the study is based, places heavy emphasis on the power of parents to influence their children's academic performance. Academic success is positively correlated with parental involvement, according to multiple studies (Garbacz et al., 2018; Schueler et al., 2017; Harrington, 2022; Fajoju et al., 2016; Mudibo, 2016; Yamamoto et al., 2016; Ndebele, 2018).

These studies emphasize the various ways in which parental engagement creates a supportive environment for children's academics. Further, Flouri and Buchanan (2013), González-DeHass et al. (2015), Masabo (2017), Mante et al. (2021), Muller and Kerbow (2018), Nalugemwa (2022), Boonk et al. (2018), and Robinson and Harris (2016) also found parental involvement to be crucial for children's academic success, underscoring its importance in helping children achieve their academic goals. However, gaps identified by studies like Anderson et al. (2019), Mwenda (2017), and Espinosa (2018) neither the geographical setting nor public elementary schools have been the major focus of this investigation. This research aims to fill these gaps by exploring the Effects of parental participation on children's performance in elementary school in Makadara Sub-County, Nairobi, Kenya.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The methods used to carry out the research were detailed in this section. Topics covered were research strategy and methodology, study site, population of interest, sample methods, factors to be considered include the following: the size of the sample, the creation of research instruments, the testing of their validity and reliability, the processes and methods for collecting data, the suggestions for analyzing that data, and the ethical concerns that were observed at every stage of the study.

3.2 Research Methodology

According to Daniel (2011), methodology which are the methods and processes that make up research. The reasoning underpinning scientific inquiry is embodied in it. Daniel also notes that methodology includes theoretical principles and a framework that guides how research is conducted within a particular paradigm. The researcher adopted a mixed research methodology, which Integrates both numerical and descriptive approaches within a single investigation. The goal of this method is to accomplish by collecting and analyzing narrative and numerical data, a more extensive understanding regarding study issue.

3.3 Research Design

It describes the structure for data collection and analysis, including the who, what, when, where, and how of data gathering (Gupta & Gupta, 2022). A research design is a blueprint for how you're going to collect, organize, and analyze data to answer your research question. Descriptive research is often utilized in exploratory and preliminary studies, and that is exactly what this study did. The study made use of quantitative and qualitative approach. Gall and Borg (2007) argue that

descriptive survey approach is cost-effective by virtue of low cost of questionnaires. This was an extra advantage of the study plan.

3.4 Location of the Study

The research was place in Kenya's Makadara Sub-County. which has about 26 public primary schools, with 11 located in slum areas and 15 situated outside the slums. Makadara Sub-County is positioned in the central eastern and southern regions of Nairobi City County. It shares boundaries with Embakasi South to the south, Kamukunji and Starehe to the west, To the east is Embakasi East, while to the north is Mathare. About 20 square kilometers make up the sub-county.

3.5 Target Population

Population denotes the complete set of persons, occurrences or entities possessing shared identifiable traits (Cooper & Schindler, 2011). Creswell (2003) defines the target population as a broad class from which a subset population is selected. In this study, the population was made of learners in grades five and six in Makadara Sub-County. The accessible population includes 1,645 pupils in grades five and six across seven public primary schools and 21 class teachers (three streams per school). According to the Makadara Education Office's 2024 estimates, girls make up 47.96% of the accessible population, while boys account for 52.04%.

Pupils in grades five and six, along with their class teachers, are considered the most suitable sample. These pupils have completed 5-6 years of primary education and are at an early stage of adolescence, a period when they need guidance to balance academic performance with their physical, emotional, social, and psychological development (Holloway & Sira, 2018). Additionally, these pupils possess the ability to read, comprehend, and consistently respond to survey questions, and their class teachers, having spent significant time with them, are likely to have had considerable knowledge about parental involvement in their academic lives.

Table 3. 1:Target Population

Schools	Target population			
	No. of pupils	Class teachers	Boys	Girls
Bidii primary	186	3	106	80
Ofafa primary	276	3	150	126
Jogoo Road primary	334	3	150	154
Martin Luther primary	242	3	130	112
St. Michael primary	171	3	80	91
Rabai road primary	232	3	120	112
Kaloleni Primary	203	3	109	94
		21		1645
	100%			1645

Note: All class teachers took part in the study

Source: Sub-County Director of Education Office, Makadara (2024).

3.6 Sampling Procedures and Techniques

According to Abutabenjeh and Jaradat (2018) sampling techniques are methods used by a researcher in the determination of the elements to be used as a representative sample. Public primary schools' pupils, and teachers made up the research strata. By use of the stratified sample technique, selected public primary schools' pupils in grade 5 and grade 6 and class teachers incorporated into the investigation. Employing an uncomplicated random selection technique, each entity within every sample classification possessed an equivalent chance of being chosen to participate in research.

3.7 Sample size

subset of people selected for an inspection is referred to as a sample size. According to Mathews (2010), in order for a sample to effectively reflect the population, Careful attention to the subdivisions included in the study is the responsibility of the researcher.

In Makadara Sub- County 7 of the twenty-six public primary schools and the grade five and six pupils were purposively chosen. For the past five years, the seven schools that were chosen have consistently had low KCPE average results. A random selection of 313 pupils and 21 class teachers were chosen as the sample. The number of pupils and gender distribution to be selected from each school was decided proportionately.

The sample size determination algorithm and table created by Krejcie and Morgan (1970) served as a guidance in arriving at this number.

Based on the data below, 313 students should be the smallest sample size for a population of 1645 students. The sample consisted of 166 gents and 147 ladies; distribution of samples is encapsulated with all class teachers included in table 2.

Table 3. 2: Sample Population

Schools	Target population				Sample size		
	No. of pupils	Class teachers	Boys	Girls	Total sample	Boys	Girls
Bidii primary	186	3	106	80	37	20	17
Ofafa primary	276	3	150	126	54	27	24
Jogoo Road primary	334	3	150	154	65	30	35
Martin Luther primary	242	3	130	112	48	30	18
St. Michael primary	171	3	80	91	35	15	20
Rabai road primary	232	3	120	112	46	26	20
Kaloleni Primary	203	3	109	94	28	18	13
	1645	21			313		313
		100%					Approx.19%

3.8 Construction of Research Instruments

The study employed questionnaires as discussed below.

3.8.1 Questionnaires for Teachers and pupils

A questionnaire was developed to be filled out by and teachers and another one by the pupils. Both closed-and open-ended questions were included in the surveys. The articles were split into two parts. The first part included information on the respondents as a whole, while the second part was based on seeking particulars regarding the study's objectives. The questionnaires inquired about the respondent's general perceptions of the pupils' performance and their parents' involvement. The questionnaires were considered appropriate due to the fact that it saves time and it is cost effective. Using the questionnaire also gave the respondents the confidence to answer as they were informed not to reveal their identities in the instrument.

3.8.2 Testing for Validity and Reliability/Trustworthiness

3.8.2.1 Pilot Study

Instrument piloting was carried out in two private primary schools. The participants who did not belong to the study sample but shares characteristics with the selected participants were involved. Shepherds Junior Academy and Wanja & Kim Primary School were two neighboring schools where the research took place. A total of 10% (30 pupils) pupils in grade five and grade six and 10% (2) of the class teachers was used as the pilot study in this case whom did not participate in the final data analysis.

3.8.2.2 Reliability of Research Instruments

Cochran (2012) exemplify reliability as the stability of an assessment tool, indicating the degree to which it remains unaffected by random deviations. The investigator applied a repeat-measure

technique to evaluate whether identical findings could be replicated across successive assessments of conceptual precision (Orodho, 2009). In this approach, the same cohort received the questionnaires twice, with a fortnight interval. Structured discussions were also undertaken following the repeat-measure framework. The obtained responses from both rounds were classified using numerical analysis and examined through Spearman's Rank Correlation, with coefficient values spanning from 0 to 1.

The average value of the instruments was determined to be reliable if the findings was above the required threshold of 0.7 scores when computed. As such, evaluating the instrument's reliability was deemed adequate. Best and Khaln (2006) state that a coefficient value of more than 0.7 is excellent for questionnaires and interview programs.

The findings were presented in the bale below for the class teachers and for the pupils.

Table 3. 3: Reliability Test for class teachers

Variable	Number of Items	Cronbach Alpha
Parental supervision of homework	7	0.904
Parental participation in school activities	7	0.931
Parent-child interaction	8	0.936
Academic Achievement	5	0.893

Source: Analytical data

Table 3. 4: Reliability Test for pupils

Variable	Number of Items	Cronbach Alpha
Parental supervision of homework	5	0.808
Parental participation in school activities	5	0.818
Parent-child interaction	5	0.821
Academic Achievement	5	0.723

Source: Researcher (2024)

3.8.2.3 Validity of Research Instruments

The extent to which a measuring instrument reliably evaluates the targeted quality is known as its validity (McCready, 2012). Content validity was assessed in order to validate the instruments' content. Graduates, research professionals, and seasoned supervisors were consulted by the researcher to ascertain the suitability of the material contained in the instrument. By making the responders' understanding of the ambiguous topics apparent, the validity was subsequently enhanced. Additionally, ambiguous items were disposed of. Additional useful material helped to improve the content of the findings.

3.9 Data Collection Methods and Procedures

In order to acquire authorization to conduct the study, the first step was to receive an introduction letter from the School of Social Sciences at Mount Kenya University. This letter was then given to the necessary authorities, including NACOSTI. Also, the researcher got the go light from the education ministry. After that, the researcher visited the chosen schools to meet with the

respondents in person requesting permission to conduct the research from each principal by submitting the introductory letter.

Data gathering was carried out using a delivery-and-collection approach, where questionnaires were distributed to subjects. The researcher enlisted the assistance of a field collaborator who handled the direct distribution of the surveys to subjects and ensured their completion and subsequent retrieval.

3.10 Proposed data analysis techniques and procedures

The researcher used descriptive research whereby quantitative and Qualitative data analysis such as teachers and pupils' demographics, was analyzed using summary statistics. The dataset was encoded, and identifiers were assigned to variable groupings using SPSS before being entered into a computing system. To make sure the researcher hadn't broken any of linear regression's fundamental assumptions, such normalcy and multicollinearity, before doing the regression study. In order to make sense of the qualitative interview data, theme analysis was also used. In order to make sense of the qualitative interview data, theme analysis was also used. Brief narrative summaries and frequency distribution charts were used to present the findings.

3.11 Ethical Considerations

Investigator queried the subjects to volunteer whether they were willing to participate after outlining the goal of research. The volunteers were provided with authorization documents for endorsement. Subjects were not allowed to put meta data on the questionnaire for anonymity. Participants were given guarantee regarding the security and confidentiality of the information they submitted. Participants were also assured that they would receive access to the study's results and that they had the freedom may leave the study whenever they wanted without penalty.



CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS.

4.1 Introduction

The results of our study on parental involvement in their children's academic success at several public elementary schools in Makadara Sub-County, Nairobi, Kenya, are detailed in this chapter. We looked at how parents take part in school activities, help with homework, and spend time with their kids. We also wanted to find ways to help more parents get involved so their children can do better in school.

4.2 Demographics and Response Rates

The study targeted teachers and pupils from selected public primary schools. Out of the 313 questionnaires distributed, 270 were done and given back, translating to a 86.3% response rate, which is considered adequate for analysis. 21 class teachers were sampled, all of the teachers responding, resulting in a 100% response rate. These high response rates allowed the researcher to generalize the findings effectively.

Table 4. 1: Response rate

Category	Responded	Not responded	Percentage
Class teachers	21(100%)	N/N	100
Pupils	270 (86.3%)	43 (13.7%)	100

Source: Researcher (2024)

4.2.1 Demographic Information of Respondents

The researcher thought it was crucial to look into the participants' histories, especially the classroom instructors and students who were a part of the study. Gender, age, and level of education were among the demographic variables examined.

4.2.1.1 Gender Distribution of class teachers Respondents

To capture a broad range of perspectives, the study included both male and female respondents. This inclusion aimed to determine how parental involvement have enhanced students' performance

in elementary school in the Makadara Sub-County of Nairobi, Kenya. The study's findings revealed a predominance of female class teachers, with 62 percent of them being female compared to 38 percent who were male. This implied that most teaching professional in public primary schools is dominated by female gender in Makadara Sub- County.

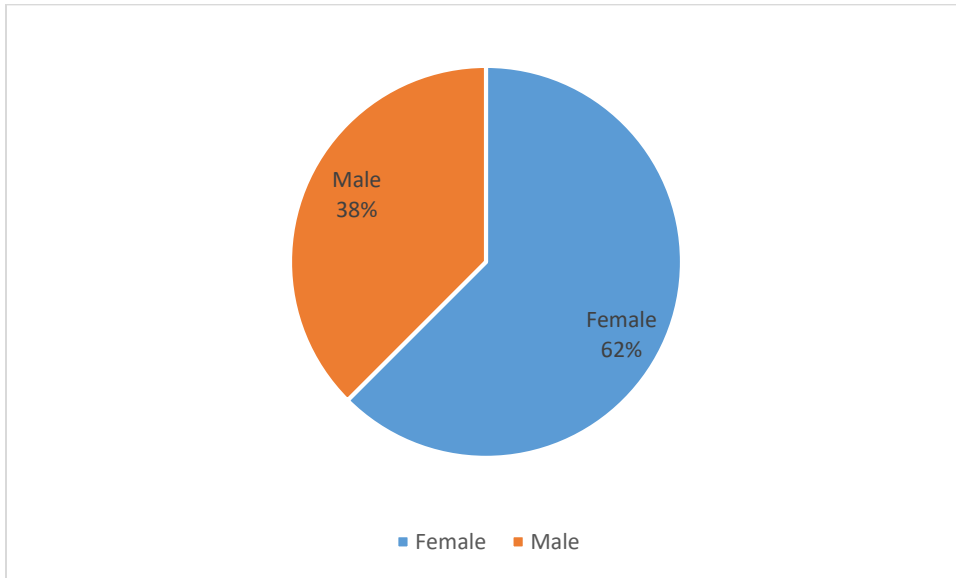


Figure 4.1 Gender of class teachers

Source: Researcher (2024)

4.2.1.2 Age of class teachers Respondents

A useful indicator of the demographics of the teaching staff at any given school is the age range of the classroom instructors. The largest group, making up 44% or 7 class teachers, is aged 30-35 years. It seems that most of the classroom instructors are just starting out in their profession likely contributing extensive experience and stability to their roles. This group may have adverse skills in relation to know how and what their pupils especially coaching as the pupils need may have ease of access to them. The next group, comprising 25% or 4 class teachers, is younger than 30 years old. This is a young generation of teachers who have direct contact with the pupils hence

their interaction becomes more of ease as the pupils may find it easy to interact with them without much struggle.

The smallest group, consisting of 2 class teachers (12%), is aged above 40 years. Finally, those that were aged between 35-40 years comprised of 3 class teachers were rates ta 19. This therefore implied that the public primary schools in Makadara have young generation of teachers whom are viable to the pupils and hence they can easily interact with them and being open to them in whatever they face in life especially when they don't perform, they are open to the class teachers. Overall, this age distribution suggest that the pupils are very accessible to their teachers who might drive dynamic changes in the life of the pupils when they are not performing at school.

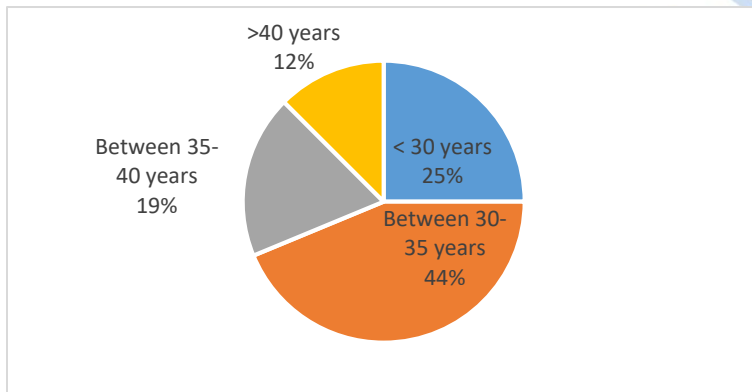


Figure 4.2 Age of Teachers

Source: Researcher (2024)

4.2.1.3 Academic Attainment of class teachers.

The research results indicated that several class teachers who responded, 50 percent equivalent to 9, hold a diploma in education. This indicates that they had adequate skills to deal with pupils as diplomas are mostly considered to be very competitive in any field hence these class teachers have adequate know how on how to deal with pupils. Meanwhile, 38 percent of the respondent's

equivalent to 7 had degree level of education. This signified that they had advanced to degree level specifically in bachelor of education which signified that their skills advancement was very critical in dealing with pupils who specifically requires attention especially those who need special care and attention in order to keep them in school. Those who had certificate level of education accounted for 12%.

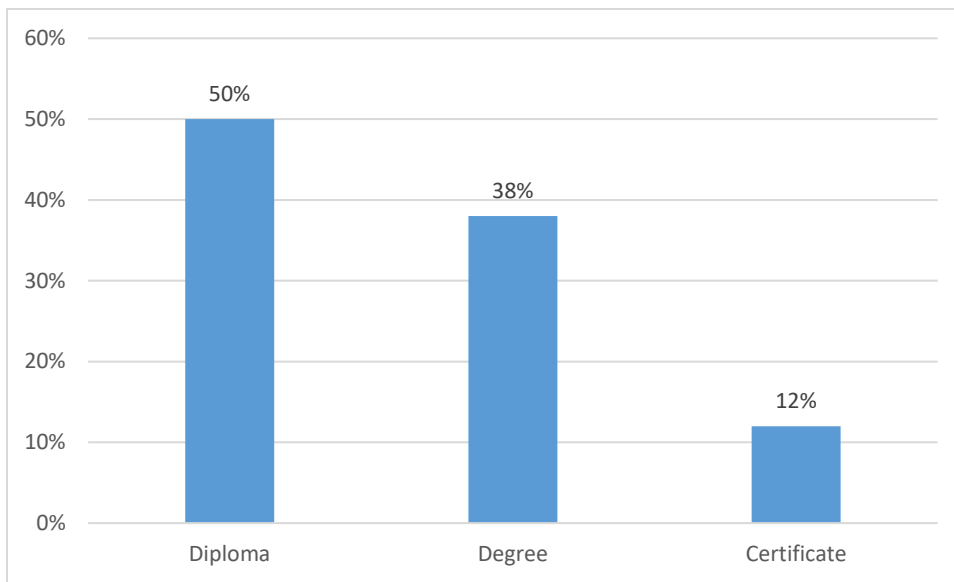


Figure 4.3: Academic Qualification of Teachers

Source: Researcher (2024)

4.3 Descriptive statistics for Data presentation and Interpretation for Class teachers

4.3.1 Parental supervision of homework and academic achievement

Respondents to a "parental supervision Questionnaire" provided information on the frequency with which parents oversaw their children's homework and their students' overall academic performance." To determine how often parents specifically oversee their children's schoolwork, the survey used a five-point scale from "Always" (A) to "Never" (N). Average responses were calculated for each content preferred by class teachers in their roles within Makadara sub-county

public primary schools. Descriptive statistics were employed to determine the average response, along with the percentage scores indicated by the respondents.

Table 4.2 : Parental supervision of homework and academic achievement

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

Source: Analytical Data (2024)

The survey data revealed that a majority of class teachers affirmed that the parents always inquire about the homework given, comprising 3.125 on average and 1.59 standard deviations. This

indicated that when the pupils are leaving school, they have to be given homework's as parents are always concerned about the performance of their pupils which is always gauged through how they undertake their homework. This affirms that when the pupils report back to school the following day, the class teachers are always eager to know how the parents' effort was induced in that homework.

The study also affirmed that majority of the class teachers greatly accepted Parents consistently provide their children with the essentials, according to the analysis's mean score and standard deviation or homework takes which gave A mean score of 4.0 and a standard deviation of 1.46 indicated a rather even distribution of responses, indicating that the respondents were generally satisfied. These findings revealed that the parents were very eager to see their pupils excel academically through provision of all necessary requirements so that they don't have an excuse of not performing as their parents would wish them to.

In terms of whether students regularly turn in their homework, the survey discovered an average score of 3.63, suggesting a generally good reaction from the participants. The majority of respondents agreed with the statement, while there was a large variety in their replies (standard deviation = 1.26). These findings revealed that when it comes to issue of the class teachers evaluating on the kind of work done from the homework perspective, they always find it done accordingly and this gives them home of academic excellence of their pupils.

The study in relation to whether pupils always narrate on how they have been given a conducive environment to work out their homework, the findings revealed that the environment to which the pupils were undertaking their homework was very pleasing as this was through the response form the class teacher's perspective whom At a mean score of 3.69 and a standard deviation of 1.35, wholeheartedly embraced the reality, the findings affirmed that through the narration to which the

pupils were scribbling to their teachers, it was an indication that they were having good times when carrying out their homework at home.

Based on the results, it seems that most people agree that certain students have a habit of not finishing their assignments. The statement's standard deviation was 1.55 and mean was 3.44, which led to this conclusion. This response signified that to some great extent, some of the pupils could find themselves in uncondusive environment which hindered them from undertaking their homework with ease hence making it hard for their class teachers to follow up on their academic progress. This therefore revealed that based on the background to which some of the pupils came from, some parents were struggling to make end meets hence even checking for the homework of their pupils was quite hard for them.

The standard deviation was 1.29 and the mean was 3.94 in the research that determined if certain students consistently recount how their parents were unsupportive at home.. These findings revealed that majority of the class teachers found themselves at a crossroads while in need to seeing their pupils performing through frequent giving the pupils homework's but at home there was no consideration of the task by the parents. This truly made it hard for the class teachers to be kind to the pupils as the parents seemed not to care about the academic performance of their pupils, which even demotivated the class teachers in following up on the pupils.

In establishing whether inadequacy of basic amenities such as lights causes some of the pupils not to complete With a mean score of 2.69 and a standard deviation of 1.14, homework was clearly well-received by the majority of the class instructors, confirming that based on the area to which these public primary schools are situated in Makadara, it might be very difficult for many pupils to carry out their homework as they were deteriorated in terms of having the necessary amenities that would make the pupils find it conducive for them to carry on with their homework. This

therefore affirmed that it was quite challenging for the pupils to perform as expected from the parental supervision of homework point of view.

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

4.3.2 Influence of parental participation in school activities on academic achievement

Data regarding the parental engagement in school chores on academic gains were gathered through responses to a "parental participation questionnaire." With a range from "Always" (A) to "Never" (N), the survey asked parents how often they were involved in various school events. Average responses were calculated for each content preferred by class teachers in their roles within Makadara sub-county public primary schools. Descriptive statistics were employed to determine the average response, along with the percentage scores indicated by the respondents.

Table 4.3: Parental participation in school activities on academic achievement

	N	Mean	Std. Deviation
Parents always come to school to seek of their pupil's performance.	16	3.5000	1.63299
Some parents are very vocal when called upon to discuss issues related to their pupils' discipline.	16	3.5000	1.50555
The school has a policy on how parent should be engaged in various activities	16	3.4375	1.54785
Different parents are always engaged in schools' projects.	16	3.7500	1.73205
Many parents always sponsor the schools' activities	16	3.0000	1.78885
There is a tendency of parents coming up to discuss on issues on child improvement	16	3.7500	1.34164
Parents always presents themselves when called upon in different school events.	16	3.6875	1.57982

Source: Analytical Data (2024)

The analysis based on how parental participation in school activities enhance the pupil's academic performance from class teacher perspective was analyzed descriptively. From the analysis, the study revealed that a majority of class teachers affirmed that, on average, parents visit their children's schools to inquire about their academic progress (SD=1.63).

This indicated these findings were confirmation that some of the parents were very keen in following up the progress of their pupils and therefore they were always eager even to know the class teachers of their pupils especially even visiting the school to understand more on how their children were fairing on.

The study also affirmed that quite a number of the class teachers strongly agreed that some parents are very vocal when called upon to discuss issues related to their pupils' discipline which gave a mean score of 3.5 and a standard deviation of 1.51, indicating a higher percentage of respondents who gave favorable responses. These findings revealed that parents always had a great concern of their children especially when they were called to discuss issue relating to their performance.

In relation to whether the school has a policy on how parent should be engaged in various activities, A standard deviation of 1.55 and a mean of 3.44 were determined by the research, suggesting that the answer was varied and that many respondents agreed. These findings revealed that parents of some of the pupils are very concerned and always adhere to the policy in place based on how they should be engaging with the school concerning the success of their children.

The study in relation to whether different parents are always engaged in schools' projects, the findings revealed that some parents were very cooperative when it comes to engaging in school projects as this was through the response from the class teacher's perspective whom strongly accepted the point With a mean of 3.44 and a standard deviation of 1.55, the survey found that the answer was varied, with many respondents agreeing.

The findings affirmed that the parents are the key when it comes to the academic performance of their pupils and therefore when called upon to support some school projects they should not hesitate to do so as these projects are for the well-being of their children at school.

The survey found that when asked whether many parents usually fund school events, the majority of respondents gave a favorable response. This was based on the fact that the statement had a mean of 3.0 and standard deviation of 1.79. which signified parity in response. This therefore revealed that based on this, there are some parents who wish their children well academically and therefore when called upon to sponsor projects, they always give it a priority.

In establishing whether there was a tendency of parents coming up to discuss issues on child improvement consisting of 3.75 on average and 1.34 standard deviations. The results showed that most of the classroom instructors found themselves having a discussion with parents at school most in order to chat way forward especially to those parents whose children were not performing, and this channeled way out on what should be done to improve on their performance.

In establishing parents always presents themselves when called upon in different school events led to a mean of 3.69 and standard deviation of 1.58 which indicated that several class teachers concurred with claim which affirmed that majority of the parents always adhered to the call by the school management especially when there is an event that is taking place and required the attention of the parents and this clearly induced the spirit of excellence amongst the pupils as they always view it as a concerned parent who always thinks about their wellbeing.

Consistent with a cross-sectional study in Ghana performed by Mante et al. (2021), the results pertaining to the second aim of the research, which investigated the effect of parental involvement in school activities on students' academic performance, were found in this study. Parents' active participation in their children's education was positively associated with their academic achievement, according to their study. The results also agreed with what Muller and Kerbow (2018) found. They came to the conclusion that pupils' academic performance is improved when parents are involved, via activities like helping out with school events and going to meetings.

4.3.3 Influence of parent-child interaction on academic achievement

When it comes to students' academic achievement, parent-child relationship is of the utmost importance. The analysis of the data was therefore based on the findings that were arrived at after the coding. Parents' involvement in various school activities was measured using a five-point scale that went from "Always" (A) to "Never" (N) in the participation survey.

Average responses were calculated for each content preferred by class teachers in their roles within Makadara sub-county public primary schools. Descriptive statistics were employed to determine the average response, along with the percentage scores indicated by the respondents.

Table 4. 4: Parent-child interaction on academic achievement

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

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

Source: Analytical Data (2024)

The results showed that parents often help their children with homework, with an average score of 3.75 and a standard deviation of 1.48. Furthermore, a large number of parents regularly engage in conversations with their children on the importance of education. This is borne up by the fact that the majority of respondents (n=33, standard deviation=1.45) strongly agree with this statement. The majority of classroom instructors also agreed that parents do a good job of mediating arguments amongst their children, with a mean score of 3.75 and a standard deviation of 1.29. Consistent with these results, Flouri and Buchanan (2013) investigated the impact of parental involvement on children's academic performance over the long run. It found that when parents are actively involved in their children's education, it leads to better academic results, such as more participation in classroom activities and higher test scores.

The study in relation to whether parents read the school newsletter with the children every end-term found out that majority of the class teachers were positive about these It was borne out by a standard deviation of 1.314 and a mean of 3.44. The study also established that majority of the class teachers were in agreement that parents' work schedule interferes with their ability to help

their children with schoolwork/ assignment as exposed by a mean of 4.06 and a standard deviation of 1.34. These findings agree with that of Masabo (2017) who discovered that parents faced some difficulties that could affect their engagements in school chores. It also established that teachers had little know how to deal with parents with less resources.

A mean score of 3.13 and a standard deviation of 1.59 indicated that the majority of class instructors agreed with this statement, according to the survey that aimed to establish whether children and parents discuss everyday activities and school learnings. Furthermore, with a mean score of 4.0 and a standard deviation of 1.46, indicating a favorable reaction, the survey discovered that class instructors strongly agree that both children and their parents attend the local library. Plus, with a mean of 3.63 and a standard deviation of 1.26, most classroom instructors felt that parents do a good job of getting their kids involved in school-sponsored community events. This shows that, for the most part, parents are OK with their kids taking part in programs like this so long as everyone involved reaps the advantages. Muchunku (2014) investigated the impact of socio-economic variables on KCPE performance in Chuka Division, and his results are consistent with ours. In Tharaka-Nithi County, it was emphasized how important it is for parents to have a good education and to work together to help their children pay for school.

4.3.4 Academic Achievement

The researcher wanted to get answers based on how academic achievement was being influenced by parental involvement. The assertions were rated using a Likert scale, with 5 being highly probable, 4 likely, 3 neutral, 2 unlikely, and 1 very unlikely.

The analysis is presented below.

Table 4.5: Academic achievement

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

Source: Analytical Data (2024)

The table above findings were related to academic achievement based on class teachers' point of view where it was discovered that many class teachers highly accepted that their pupils had always been performing unless they have an problem with school costs, as seen by an average score of 3.69 and a standard deviation of 1.35. The study discovered that few rejected the fact that most subjects have average performance hence always encouraging which had a mean of 3.44 with a standard deviation of 1.55. This was an indication that the class teachers were very conversant about the academic achievement of every pupil and therefore if by any case there appeared discrepancies on performance, they were able to detect it and adjust to it accordingly.

The study noted that many respondents concurred with the fact that the class teachers always find their pupil seeking for help whenever they have challenge in any subject hence performance improves as shown by a mean of 3.94 with a standard deviation of 1.29. The study from analysis

also revealed that some of pupils had adopted new mechanism of dealing with difficult subjects through pooling of each skill with a mean of 2.69 and a standard deviation of 1.14. in this case. The study also established that there was always continued improvement on academic performance of those who seemed not to catch raised to the point where a standard deviation of 1.63 and a mean of 3.50 are visible the findings revealed that academic performance of the pupils was very critical through the class teacher's enforcement and therefore whenever the pupil found themselves in any challenge that sought the attention of their class teacher, they were readily willing to help out.

4.4 Diagnostic Tests

Diagnostic tests were taken to check whether the sets of data be utilized for study. The tasks for linearity, normality and that of multi-collinearity were taken. To determine whether the dataset was normally distributed, a normality test was run on it. Furthermore, in order to detect any possible collinearity concerns in the dataset, a multicollinearity test was run to ensure that the research variables did not have any significant connections with one another.

4.4.1 Normality Test

As shown in table 4.6, the research used the Shapiro-Wilk test to check for normality.

Table 4.6: Normality test

	Shapiro-Wilk		
	Statistic	df	Sig.

Parental Supervision of Homework	.857	16	.017
Parental Participation in School activities	.837	16	.009
Parent Child Interaction	.855	16	.016
Academic achievement	.912	16	.125

Source: Analytical Data (2024)

The data for all of the independent variables were found to have a normal distribution, as shown in Table 1.9, where the significance levels were all below 0.05. Nevertheless, this condition was not satisfied by the dependent variable, indicating that its data was not regularly distributed and potentially introducing discrepancies. The table below summarizes the results of the researcher's assessment of normalcy, which included kurtosis and skewness.

Table 4. 7 :Kurtosis and Skewness Table

	Academic achievement	Parent Child Interaction	Parental Participation in School activities	Parental Supervision of Homework
Skewness	-.445	-.771	-.489	-.715
Std. Error of Skewness	.564	.564	.564	.564

Kurtosis	-1.104	-.791	-1.642	-1.016
Std. Error of Kurtosis	1.091	1.091	1.091	1.091

Source: Analytical Data (2024)

The table presents the skewness and kurtosis values for the study variables, revealing that statistical values fall within the acceptable range of +2 and -2. This indicates a normal distribution, which is crucial for the validity of statistical analyses. This confirms data adheres to the principles of normality, suggesting that the characteristics of the data set are balanced and symmetrical. Researcher can confidently proceed to conduct further tests for more robust conclusions to be drawn regarding the links and effects under investigation to ensure integrity and reliability of findings.

4.4.2 Multicollinearity

In order to determine if a connection existed, the research used the Multicollinearity test. This research checked for multicollinearity using the VIF. The result was given in the table below.

Table 4. 2: Multicollinearity

Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant)		
PSH	.275	13.403
PPS	.246	6.831

PCI	.246	6.866
-----	------	-------

Source: Analytical Data (2024)

From the analysis, the researcher established that parental supervision of homework had a VIF of 13.403, parental participation in school activities had a VIF of 6.831, parent child interaction had a very high VIF. The dataset was deemed suitable for inferential analysis due to the absence of multicollinearity and the fact that all VIF coefficient values were within the 1–14 range.

4.5 Correlation Analysis

A correlation between the DV and the IVs was the primary motivation for doing the study. The DV was students' academic achievement, whereas the IVs were parents' supervision of schoolwork, parents' participation in extracurricular activities, and parent-child relationship. Table 4.9 displays the outcomes.

Table 4.9 Correlation Analysis

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

Table 4.9 exhibits the correlation coefficient between PSH and students' academic performance is .644, suggesting a favorable association. With a p-value of 0.000, we can say with confidence that this link is noteworthy. It means that with more homework supervision by parents, pupils' academic achievement ought to improve as a result. Similarly, it was revealed that parental participation in school chores and pupils' academic gains moved in the same momentum. The R

coefficient was .530, with a corresponding p value less than 0.05 insinuating the significance of this relationship. It means that the more parents are tangled in the school activities, an improved academic performance of pupils will be observed.

Further, parent-child interaction and academic performance among the pupils were found to be having a positive relationship. The correlation coefficient and p value were .578 and 0.000 respectively. This indicates that when one variable improves, the other one also improves. In this case, when the parent-child interaction is high, an improvement in performance is expected. The above outcomes depict that supervision of homework had the greatest influence of pupils' academic achievement, followed by parent child interaction then parental supervision of homework.

4.5 Regression Analysis

The study considered investigating regression to check the level to which gurdians engagement had impacted the academic achievement of public primary school pupils. As a result, we needed to find the regression coefficients, ANOVA results, and model summary.

4.6.1 Model Summary

The findings of the coefficient of correlation R and coefficient of adjusted determination R^2 are shown in the table below.

Table 4. 103: Model Summary

Model Summary				
Mod el	R	R Square	Adjusted R Square	Std. Error of the Estimate

1	.963 ^a	.928	.910	.35282
---	-------------------	------	------	--------

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

The findings reveal a strong bond. The coefficient of correlation (R) is 0.963. This shows significant association among the variables. Parent-child interaction is key and familial participation in school activities matters. Supervision of homework also influences success. These factors explain academic achievement in Makadara. This is further evidenced by the 0.910, or 91%, is the coefficient of adjusted determination, R². Yet, other factors beyond this study account for the remaining 9%.

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

4.6.2 ANOVA.

A 95% significance threshold was used for the analysis of variance in the research. The results of both the F-calculation and the F-critical tests are shown in the table below.

Table 4. 11: ANOVA

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19.186	3	6.395	51.377	.000 ^b
	Residual	1.494	12	.124		
	Total	20.680	15			

a. Dependent Variable: AC

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

To find out whether the regression model and the residuals were significantly different, an F-test was run. To do this, we used the F-distribution table to get the critical F-value ($F_{critical}$) and compared it to the computed F-value (F_{calc}). $F_{calc} = 6.395$ was lower than $F_{critical} = 51.377$, as shown by the computations. In this study, we looked at how well the regression model predicted that parental participation would affect students' academic performance in Makadara's public elementary schools. The model's validity was further supported by the significance level of 0.000. Another piece of evidence suggesting one of the factors significantly affected academic performance was the p-value of 0.000, which was lower than the significance level of 0.05.

4.7 Descriptive analysis for the pupils

4.7.1 Parental supervision of homework and academic achievement

Data regarding the parental supervision of homework and academic achievement were gathered through responses to a “parental supervision Questionnaire.” The questionnaire utilized a five-point scale ranging from “Always” (A) to “Never” (N) to gauge the frequency of specific parental supervision of homework. Average responses were calculated for each content preferred by class teachers in their roles within Makadara sub-county public primary schools. Descriptive statistics

were employed to determine the average response, along with the percentage scores indicated by the respondents.

Table 4.12: Parental supervision of homework and academic achievement

	N	Mean	Std. Deviation
My parent always asks me whether I have a homework	270	3.8556	1.25157
My parents always provide the necessary requirements for the homework	270	3.8407	1.34157
When I have challenges in undertaking my homework, I always consult my parents	270	3.8852	1.30119
Parents provides the necessary amenities such as enough lights to carry out my homework	270	4.0185	1.29756
I always find pleasure when am not given other duties to undertake my homework	270	3.7963	1.29022
Valid N (listwise)	270		

Source: Analytical Data (2024)

The results in Table 4.14 indicated that most of the pupils indicated that their parents always asks them whether they have homework (M=3.86, std. deviation = 1.25) which signified that many learners concurred with the statement. It is an indication that parents demonstrate active involvement in

their children's academic activities by ensuring that homework completion is a priority, reinforcing accountability in learning. On the other hand, an encouraging number of pupils strongly agreed that their parents always provide the necessary requirements for the homework (M=3.84, std. deviation =1.34). This implies that many parents recognize the importance of equipping their children with essential learning materials, which is critical for fostering a conducive home learning environment.

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

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

4.7.2 Influence of parental participation in school activities on academic achievement

The study considered evaluating how parental involvement in school chores enhanced the pupil's academic performance as stipulated by the research questions under study as shown in the Table 13.

Table 4.13: Parental participation in school activities on academic achievement

Descriptive Statistics			
	N	Mean	Std. Deviation
My parents present themselves in any school activity	270	3.9630	1.26378
My parents/ guardian has the passion of sponsoring my school activities.	270	3.9000	1.31095
My parents always visit my class teacher when am not performing	270	3.8519	1.29637
When my parent/guardian realizes that am not behaving well, always comes to school to seek for more answers	270	4.0407	1.25924
My parent/guardian always visit the school to know more about the projects in progress	270	3.7704	1.40069
Valid N (listwise)	270		

Source: Analytical Data (2024)

From Table 15, it was found out that pupil’s parents presented themselves in any school activity (M=3.96, std. deviation=1.26) which was an indication that the parents were very committal towards their children school wellbeing and that’s why they were always available for school activities whenever called upon to participate. It insinuates that parental presence in school functions fosters a sense of accountability and reinforces the importance of education in their children’s lives. The study also found out that majority of the pupils agreed that their parent/

guardian had the passion of sponsoring their school activities (M=3.90, std deviation=1.31). This demonstrates that financial investment in school-related programs is a key aspect of parental involvement, potentially contributing to better academic experiences and resources for pupils.

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

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

4.7.3 Influence of parent-child interaction on academic achievement

The findings of descriptive statistics on parental child interaction were determined and summarized as shown in Table 4.14.

Table 4. 14: Parent-child interaction on academic achievement

	N	Mean	Std. Deviation
My parent/guardian always accompanies me when we have a school event which need them being present	270	3.9111	1.34671

My parent/guardian always motivate me and emphasize on the importance of education	270	4.1222	1.03645
My parents always ensure that he/she handle conflicts with me quite well	270	3.7630	1.38611
My parent and I talk about his/her activities and what was learned in school everyday	270	3.8333	1.27821
My parent and I visit the local library	270	3.7741	1.36501
Valid N (listwise)	270		

Source: Analytical Data (2024)

From Table 4.16, most of the pupils acknowledged that parent/guardian always accompanies them when they had a school event which need them being present (M=3.9, std. deviation=1.35) and that their parent/guardian always motivated them and emphasized on the importance of education (M=4.12, std. deviation=1.04). This demonstrates that most of the parents actively participate in their children’s school-related activities, reinforcing a sense of support and belonging that can positively impact academic motivation.

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

4.7.4 Academic Achievement

The findings on academic achievement based on parental participation were presented in Table 4.15 aligned to Likert scale questions format aligned to inferential statistics.

Table 4. 15: Academic Achievement

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

Source: Analytical Data (2024)

The results in Table 4.15 showed that most of the pupils performed as expected (M=3.77, std. deviation=1.31) and that the subject that they were not understanding always sought help from the relevant teachers (M=3.70, std. deviation=1.81). However, the standard deviations show that this did not happen among all the pupils.

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



CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a synopsis of the results. Section two outlines the study's conclusions, section four offers its recommendations, and section five suggests areas for future research.

5.2 Summary of the findings

The primary objective of this study was to evaluate the influence of parental involvement on pupil's academic achievement of public primary school in Makadara Sub-County, Nairobi Kenya. This investigation aimed to fulfill the objectives outlined in chapter one.

5.2.1 Parental supervision of homework and academic achievement

The first aim of the study was to determine the influence of parental level of engagement in school activities on pupils' academic gains in public primary schools in Makadara Sub- County, Nairobi County. To achieve this aim, the researcher sought responses from the teachers' perspective and also the pupils' perspective on parents practice of supervising homework. From the teacher's perspective, majority of class teachers affirmed that the parents always inquire about the homework given (Mean=3.125, SD=1.59). Majority of the class teachers were in agreement that parents always provide the required materials for homework takes which posited a mean of 4.0 and standard deviation of 1.46. These findings revealed that most of the parents were very eager to see their pupils excel academically through provision of all necessary requirements so that they don't have an excuse of not performing as their parents would wish them to.

In relation to whether the pupils always come to school already homework well done, most of the teachers agreed (Mean= 3.63, SD= 1.26). These findings revealed that when it comes to the issue

of the class teachers evaluating on the kind of work done from the homework perspective, they always find it done accordingly and this gives them home of academic excellence of their pupils. The study in relation to whether pupils always narrate on how they have been given a conducive environment to work out their homework, the findings revealed that the environment to which the pupils were undertaking their homework was very pleasing as this was through the response form the class teacher's perspective whom strongly agreed with the statement which had a mean of 3.69 and standard deviation of 1.35. Moreover, majority of the teachers responded that there was tendency of some pupils not completing their homework. This was based on the fact that the statement had a mean of 3.44 and standard deviation of 1.55. this response signified that to some great extent, some of the pupils could find themselves in unconducive environment which hindered them from undertaking their homework with ease hence making it hard for their class teachers to follow up on their academic progress.

From the pupil's perspective, most of the parents always asks them whether they have a homework (M=3.86, S.D = 1.25) which signified that majority of the pupils agreed with the statement. On the other hand, an encouraging number of pupils strongly agreed that their parents always provide the necessary requirements for the homework (M=3.84, std. deviation =1.34). When the pupils have challenges in undertaking their homework, they always consult their parents (M=3.89, std. deviation=1.30), which signified that majority were positive with the study statement. On the other hand, based on whether parents provide the necessary amenities such as enough lights to carry out the pupil's homework (M=4.02, std. deviation=1.30) which was an indication that majority of the pupils were positive with the study statement. On the other hand, the pupils always find pleasure when they are not given other duties to undertake their homework (M=3.80, std. deviation=1.29) which signified positive response from the pupil's perspective.

Correlation results exhibited with positive relationship between PSH and pupils' academic achievement, with a correlation coefficient of .644 and a p value of less than 0.05. It means that with more homework supervision by parents, pupils' academic achievement ought to improve as a result.

5.2.2 Parental participation in school activities on pupils' academic achievement

The next aim of the study was to find out the influence of parental supervision of homework on pupils' academic achievement in public primary schools in Makadara Sub- County, Nairobi County. The researcher gathered information from the side of the class teachers and the pupil's perspective too. Most of the class teachers affirmed active parental involvement in their children's academic progress. With a mean of 3.5 and a standard deviation of 1.63, findings indicated that many parents frequently visit schools to inquire about their pupils' performance, demonstrating a strong commitment to their educational success. Additionally, parental participation in discussions on pupil discipline was notably high, with a mean of 3.5 and a standard deviation of 1.51, further emphasizing parental concern for both academic and behavioral development. The study also established that while schools have policies guiding parental engagement, responses were diverse (mean = 3.44, SD = 1.55), implying variations in adherence. However, many parents were actively involved in school projects (mean = 3.75, SD = 1.73), highlighting their role in enhancing learning environments.

Furthermore, findings indicated that while some parents sponsored school activities (mean = 3.0, SD = 1.79), there was parity in response, suggesting that financial contributions varied. Teachers also noted that many parents regularly engaged in discussions on improving their children's performance (mean = 3.75, SD = 1.34), reinforcing their commitment to academic success. Additionally, parental attendance at school events was significant (mean = 3.69, SD = 1.58), with

most parents responding positively to invitations, which fostered a culture of excellence among pupils.

From the pupils, the study found that parents were highly committed to their children's education, as evidenced by their active participation in school activities ($M=3.96$, $SD=1.26$) and willingness to sponsor school programs ($M=3.90$, $SD=1.31$). Parents frequently visited teachers when their children underperformed ($M=3.85$, $SD=1.30$) and proactively sought clarification on behavioral concerns ($M=4.05$, $SD=1.26$). Additionally, many parents showed interest in ongoing school projects ($M=3.77$, $SD=1.40$), reinforcing their role in fostering academic excellence through active engagement.

Findings from correlation analysis showed that parental engagement in school activities and pupils' academic achievement moved in the same momentum. The R coefficient was .530, with a corresponding p value less than 0.05 insinuating the significance of this relationship. It means that the more parents are tangled in the school activities, an improved academic performance of pupils will be observed.

5.2.3 Influence of parent-child interaction on pupils' academic achievement

Thirdly, the study steered to examine the influence of parent-child interaction on pupils' academic achievement in public primary schools in Makadara Sub- County, Nairobi County. The study gathered responses from the teachers as well as the pupils. From the teachers, the study found that parents actively support their children's education by assisting with homework ($M=3.75$, $SD=1.48$) and discussing the importance of education ($M=3.31$, $SD=1.45$). Additionally, parents were reported to handle conflicts with their children effectively ($M=3.75$, $SD=1.29$), reinforcing the role of positive parent-child interactions in academic achievement. Teachers also observed that many parents read school newsletters with their children ($M=3.44$, $SD=1.314$), though work

schedules often interfered with their ability to assist with schoolwork ($M=4.06$, $SD=1.34$). Furthermore, the study established that parents and children frequently discuss school activities ($M=3.13$, $SD=1.59$), and many parents encourage library visits ($M=4.0$, $SD=1.46$), fostering a learning culture at home. Additionally, a significant number of parents involve their children in community-based activities organized by schools ($M=3.63$, $SD=1.26$), highlighting their commitment to holistic child development.

From the pupils responses, parents actively support their children's education by attending school events ($M=3.9$, $SD=1.35$) and emphasizing the importance of education ($M=4.12$, $SD=1.04$). They also handle conflicts effectively ($M=3.76$, $SD=1.39$) and engage in daily discussions about school activities ($M=3.83$, $SD=1.28$), fostering a positive learning environment. Additionally, many parents accompany their children to local libraries ($M=3.77$, $SD=1.37$), highlighting the significance of parent-child interaction in enhancing academic success.

Further, parent-child interaction and academic performance among the pupils were found to be having a positive correlation. This indicates that when one variable improves, the other one also improves. In this case, when the parent-child interaction is high, an improvement in performance is expected.

5.3 Conclusions of the study

Based on the study findings, the following conclusions can be drawn.

5.3.1 Parental supervision of homework

Parents are the key players for prosperity or failure of their pupils. However, this approach is suitable for when there is coherence amongst the parent and the child which exists as a result of the love bond. To mitigate failure, parents should always ensure that they monitor the progress of their students through the kind of homework they take home from school and understand the

challenges their children face in undertaking it. From the pupil's point of view, parents should always ensure that they provide the necessary amenities to enhance the effectiveness of undertaking the homework with ease. This can be achieved through collaborative aspect of the parents and the society so as to provide necessary amenities and avoid overworking the children at home so that they are not found not having done their homework at school.

Parental supervision of homework is generally preferred, but its success hinges on the parent and teacher intelligence in its application to prevent potential mishaps. While parental supervision has its merits, it should be used sparingly to prevent dependency and sluggishness of pupils in meeting the academic targets. Parents should empower teachers to make academic decisions when given the homework and provide follow-up assessments to ensure academic success. It was concluded that parental homework supervision correlates strongly with pupils academic performance.

5.3.2 Parental participation in school chores on pupils' academic achievement

Class teachers ought to be considerate that parents should be very engaging with school activities. They should be motivated to adopt and embody any school activities that arises so that they are able to understand and have an interaction with their pupils at schools and understand their academic progress, as it has the potential to improve academic outcomes. Both class teachers and pupils should always encourage the parents to take part in the school activities such as when there is any project that need the attention of them, they should present themselves and when they feel not satisfied with the upcoming school events, they should always raise the concern especially when it is deemed not be beneficial to their children. In so doing, they will learn more on the academic progress of their pupils.

5.3.3 Parent-child interaction on pupils' academic achievement

Encouraging class teachers to utilize various parent-child interaction approaches is crucial for enhancing academic achievement in public primary schools, as no single approach proves universally effective. Research indicates that parent-child interaction approaches significantly impact pupils' academic achievements with effective approaches correlating with higher performance levels. Employing a combination of interactions such as through schools' symposium approaches such as coming together to discuss academic progress of the pupil can yield positive outcomes, as different situations demand distinct interaction strategies especially when there is a coherence amongst parent and the child. Thus, while parent-child interaction approaches and practices play a role in shaping pupils' academic achievement, external factors may also exert influence such as engaging with the class teachers to understand about the progress of the pupils at school and outside the school compound.

5.4 Recommendations for practice

Based on the findings the researcher recommends the following.

- i. The ministry of education should always be supportive, especially to the areas that seems not to be pleasing to the pupil's co-existence and this can only be achieved through collaborative efforts such as frequent visiting the environment to which the pupils come from and come up with stringent measures in order to keep the pupils at school.
- ii. There is the need for the government of Kenya to consider the rural-urban areas which have poor infrastructures such as roads, drainage problems and electricity which are very crucial factors to the pupils especially when it comes to their study. This can be achieved through making sure that the infrastructures such as roads are accessible, drainage systems are well

maintained and there is a steady supply of electricity which the pupils may be using at night to undertake their homework.

- iii. Parents and teachers should always have frequent discussions in regard to the wellbeing of the pupils especially when there is any issue which is supposed to be discussed with the pupils, school management should always inform the parents in order to have a clear guideline when it comes to academic issues of the pupil.
- iv. Schools should organize parent training programs that educate parents on effective ways to support their children's education. This aspect could enhance parental involvement by providing parents with tools and knowledge.
- v. Teacher training institutions should prioritize teacher training programs to educate them on effective parental engagement and enrich needed collaboration skills to foster strong partnerships with parents and eventually create a more supportive academic environment that contributes to improved pupil performance.

5.5 Recommendations for policy

The research recommends the following areas for further research to be undertaken

- i. There is a need to carry out research on challenges faced by class teachers when dealing with academic challenges of the pupils.
- ii. There is a need to carry out research on how technology can be implemented in enhancing academic achievement of the pupils.
- iii. Challenges faced by the basic learning institutions in implementing academic progression.
- iv. Effectiveness of government interventions in enhancing academic performance in public basic learning centers.

5.6 Recommendations for further studies

The researcher suggests the following avenues for further investigation based on the study's findings:

- Conducting a similar study in private secondary schools to enhance the generalizability of the findings.
- While parental involvement was examined in the study, the influence of the school environment in either facilitating or hindering parental engagement should be explored by future researchers.
- Future research should investigate how school policies on parental participation, the inclusivity of the school community, and institutional attitudes toward parental involvement shape overall engagement levels
- Future research should adopt a longitudinal approach to examine the long-term effects of parental involvement on pupils' academic achievement, tracking changes over time to provide deeper insights into its sustained impact.
- Future research should examine the mechanisms through which schools provide feedback to parents on their children's academic performance and how it affects their engagement.
- It was found that the study variables accounted for 92.8% of the variations in pupils' academic achievement meaning that 7.2% was accounted for by other factors. Future studies should focus on other factors that affect this achievement.

REFERENCES

- Abutabenjeh, S., & Jaradat, R. (2018). Clarification of research design, research methods, and research methodology: A guide for public administration researchers and Practitioners. *Teaching Public Administration*, 36(3), 237-258.
- Balarin, M. (2007). The quality of parental participation and student achievement in Peruvian government schools. *Young Lives (Project) - DFID (University of Oxford)*

- Best, J., & Kahn, J. (2006). *Research in Education*: New Delhi: Prentice Hall
- Castro, M. (2015). Parental involvement on student academic achievement: A meta-analysis. *Educational research review*, 14, 33-46.
- Cochran, W. (2012). *Sampling techniques* (3rd ed.). New York: Wiley.
- Cooper, D. & Schindler, P.S. (2011). *Business research methods* (11th ed.). New York: McGraw-Hill/Irwin.
- Creswell, J.(2003). *Research Design: Qualitative, quantitative and mixed method approaches*. Thousand Oaks, California: Sage Publications.
- Daniel, P., (2011). *Research Methodology*. Gyan Publishing House.
- Bunijevac, M. (2017). Parental involvement as a important factor for successful education. *Center for Educational Policy Studies Journal*, 7(3), 137-153.
- Echaune, M. (2015). Parental Involvement in Homework and Primary School Academic Performance in Kenya. *Journal of Education and Practice*, 6(9),, 46-53.
- Espinosa, C. (2018). *Promoting Mathematics Literacy in Latino children through family involvement at school and at home*. William Paterson University.
- Ibrahim, A. (2012). The Nature of Parental Involvement in the Schooling Process in Katsina State. *Journal of Education and learning*, 1(2), 37-50.
- Fan, X., & Chen, M. (2011). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13(1), 1-22.
- Flouri, E., & Buchanan, A. (2013). The role of father involvement in children's later mental health. *Journal of Adolescence*, 26(1), 63-78.
- Garbacz, S., McIntosh, K., Vatland, C., Minch, D., & Eagle, J.. (2018). Identifying and examining school approaches to family engagement within schoolwide positive behavioral interventions and supports. *Journal of Positive Behavior Interventions*, 20(3), 127-137.
- Gupta, A., & Gupta, N. (2022). *Research methodology*. SBPD publications.
- Harris, A., & Robinson, K. (2016). A new framework for understanding parental involvement: Setting the stage for academic success. RSF: The Russell Sage Foundation *Journal of the Social Sciences*, 2(5), 186-201.
- Kahraman, H. & Yilmaz, T. (2017). Parenting practices scale, its validity and reliability for parents of school aged children. *Educational Sciences: Theory and Practice* 17(3),3-12.
- Kartika, Y., Eddie, D., & Mienke, D. (2019). Indonesian parents' involvement in their

- children's Education: A study in Elementary schools in Urban and Rural schools. *International journal of Science* 17(9) 44-55.
- Lafortune, J., Rothstein, J., & Schanzenbach, D.. (2018). School finance reform and the distribution of student achievement. *American Economic Journal: Applied Economics*, 10(2), 1-26
- Maina, F. (2017). Factors influencing pupil performance in Kenya Certificate of Primary Education among the slum public primary schools in Makadara Sub-County, Nairobi County, Kenya. *Doctoral Dissertation, University of Nairobi*.
- McNeal Jr, R. (2014). Parent Involvement, Academic Achievement and the Role of Student Attitudes and Behaviors as Mediators. *Universal Journal of Educational Research*, 2(8), 564-576.
- Ministry of Education, Science and Technology. (2022). *Improved KCPE performance as top candidate scores 428*. *Nation Africa*. Retrieved from <https://nation.africa>
- Muchunku, J. (2014). *Effects of Socio-Economic Factors on pupils performance in Kenya Certificate of Primary Education in Chuka Division, Tharaka-Nithi County, Kenya*. Nairobi (Kenyatta University Library).
- Munje, P., & Mncube, V. (2018). The lack of parent involvement as hindrance in selected public primary schools in South Africa. *American Economic Journal: Applied Economics*, 10(2), 1-26
- Mwenda, C. (2017). *Influence of Determinants of Parental Involvement in Lower Primary School pupils' Homework in Laikipia County, Kenya*. (Doctoral thesis, Kenyatta University).
- Ndebele, M. (2018). Homework in foundation phase: Perceptions of principals of eight public Primary schools in Johannesburg, South Africa. *South African Journal of Education*, 38(2), 1-12.
- Ntekane, A. (2018). *Parental Involvement in education*. North West University.
- Ondieki, L. (2012). *Parental Involvement in Preschoolers' Academic Work in Dandora Educational Zone of Nairobi County, Kenya*. Nairobi (Doctoral thesis, University of Nairobi).
- Orodho, A. (2009). *Evaluation of Education and social Science Research Methods*. Nairobi: Kanenzja Enterprise.
- Schueler, B., McIntyre, J., & Gehlbach, H. (2017). Measuring Parent Perceptions of Family-School Engagement: The Development of New Survey Tools. *School Community Journal*, 27(2), 275-301.
- Wairimu, M., Macharia, S., & Muiro, A. (2016). Analysis of Parental Involvement and

Self-Esteem on Secondary School Students in Kieni West Sub-County, Nyeri County, Kenya. *Journal of Education and Practice*, 7(27), 82-98.

Yamamoto, Y., Holloway, D., & Suzuki, S. (2016). Parental engagement in childrens education: Motivating factors in Japan and the U.S.A. *School community journal*, 26(1).



APPENDICES

APPENDIX I: Informed Consent Form for Class teachers

My name Marilyn Ndunge Kanyoi. I am a Masters student from Mount Kenya University. I am conducting a study on The Influence of parental involvement on academic achievement of pupils in public primary schools in Makadara sub-County. The information from this study may be used

by the Ministry of Education to improve academic achievement in Makadara Sub-County as well as other regions of Kenya.

Procedures to be followed

You will be expected to answer some questions as stipulated in the questionnaire in order to get your views on the influence of parental involvement in a child's academic achievement. You are kindly requested to complete the questionnaire to the best of your ability. However, you may decline from participating in this study and your decision will not affect the child's education in any way in this school. You are reminded that your participation in the study is purely voluntary and you are free to ask any questions related to the study at any given time. You may also withdraw your participation in the study at any time without any consequences to the services you receive or the child receives from this school now and in the future.

Discomforts and risks

In case you feel that some of the information being pursued in the questionnaire is not worthy being said, feel free to express your opinion on it and/or seek further clarification from the researcher. The questionnaire may take approximately between ten to twenty minutes to be filled hence, I humbly request for your patience.

Benefits

Your participation in this study will help us to learn and gain insight on the influence of parental participation in school activities, parental supervision of homework, parent-child interaction on pupils' academic, on the academic achievement of pupils and the factors that could be affecting this involvement and all this will help in enhancing pupils academic achievement. The information being sought from this study is very important especially in informing parental involvement that may improve pupil's academic achievement.

Confidentiality

You will fill the questionnaire anonymously. That means, you don't give your credentials any part on the questionnaire for confidentiality reasons. The fill out questionnaire will be kept in a closed cabinet to promote safety. You will fill in the questionnaire alone and no one will have access to the information except the researcher.

Contact information

With any enquiry towards this study, the contact is;

The researcher Marylin Ndunge Kanyoi; marylinkamara2@gmail.com or 0722 273307

Participant’s statement

The above information with my involvement participation in this research is open to me. I have been given full information, I was given time question and received answers fully. I volunteer to engage self with full understanding that everything I give will be privately and safely kept. I also understand that I can withdraw my participation from the study at any given time and this will not affect me or the child’s relations with this school whatsoever now and in the future.

Signature or thumbprint

Date

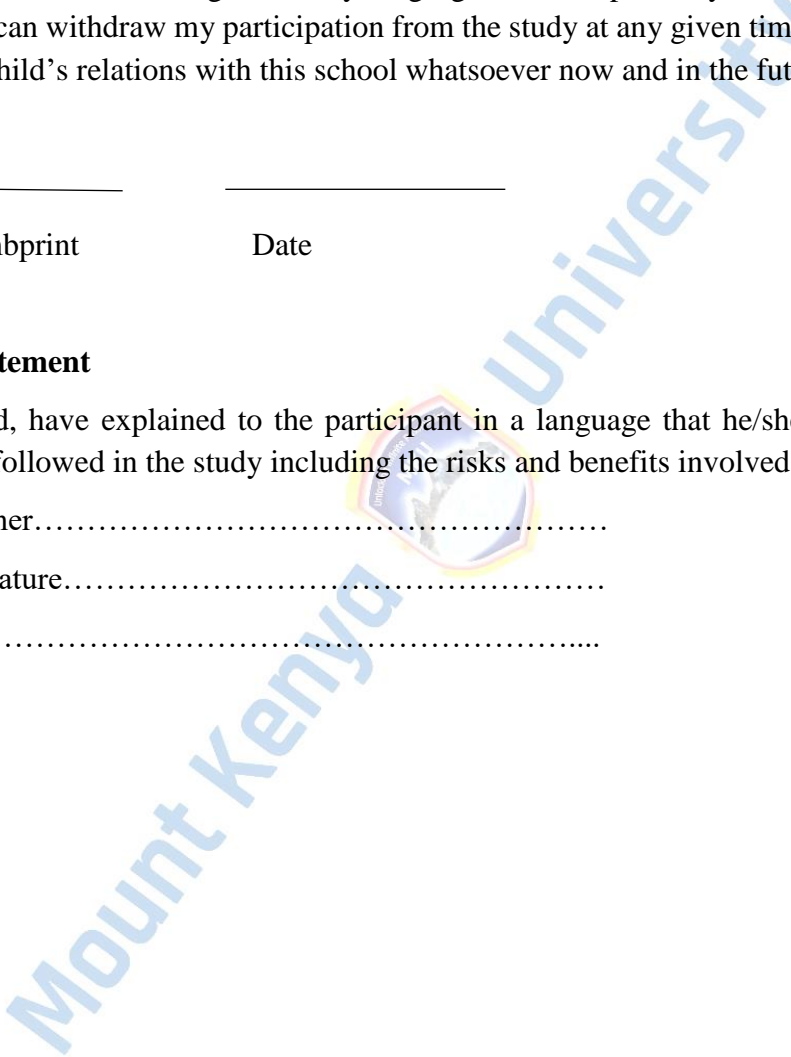
Researcher’s statement

I, the undersigned, have explained to the participant in a language that he/she understands the procedures to be followed in the study including the risks and benefits involved in participating.

Name of Researcher.....

Researcher’s signature.....

Date.....



APPENDIX II: Assent form for minor’s participation in the research study

Title of the Study:

“Parental Involvement on Academic Achievement of Pupils in Selected Public Primary Schools within Makadara Sub-county, Nairobi County, Kenya”

Researcher:

MARYLN NDUNGE KANYOI

REG: MCP/2021/84275

Mount Kenya University

Contact: +254722273307

Q1. What is the study about?

The study aims to understand how parental involvement affects the academic performance of pupils in public primary schools within Makadara Sub-county, Nairobi County, Kenya. We want to learn if and how parents’ involvement in school activities and homework helps pupils perform better in their studies.

Q2. What will I be asked to do if I agree to participate?

If you agree to participate, you will be asked to:

- Fill out a questionnaire about your academic activities and your parents’ involvement in your schoolwork.
- You may also be called upon to participate in a group discussion with other pupils about how your parents help with your studies. This will take about 25 minutes to an hour of your time.

Q3. Would my participation in this study be kept confidential?

Yes, everything you say and do in this study will be kept confidential. Writing your is not a requirement. Your responses will be recorded using a code number instead of your name, and only the researcher and the supervisor will have access to this information. We will not share your information with anyone else unless we need to keep you safe.

Q4. What are the risks of this research?

The risks associated with participating in this study are minimal. However, you might feel a bit uncomfortable answering some questions about your parents or your schoolwork. If you feel uncomfortable, you can:

- Skip any questions you do not want to answer.
- Stop engaging self without any repercussions.
- Speak to the school counselor or contact *Dr. Catherine Kirimi* for support.

Q5. What are the benefits of this research?

The study may not help you directly, but it will help us understand how parental involvement affects students' academic performance. This information could help schools and parents support students better in the future.

Q6. Do I have to be in this research and could I stop participating at any time?

No, you do not have to be in the study if you do not want to. If you decide to participate, you can change your mind and stop at any time without any consequences. No one will be upset with you if you decide not to engage self or end the participation. You will not be penalized either. Moreover, participation in this research is not part of your academic grading.

Q7. Is any assistance available if I am negatively affected by participating in this study?

Yes, if you feel upset or stressed because of participating in this study, you can talk to the school counselor, who will be available to help you. You can also speak to my supervisor, *Dr. Catherine Kiriimi* for further assistance.

Q8. Will I be asked to ask any questions before, during, and after the study?

Yes, you can ask questions at any time — before, during, or after the study. You can talk to *Marylin Ndunge Kanyoi* if you have any questions or concerns.

Please sign below if you agree to participate:

I understand what the study is about, and I agree to take part:

Name of Pupil.....Adm No.....
Class.....Signature.....

Parent/ Guardian Name.....(contact No. where applicable)

The study titled above has been approved by the Mount Kenya University Institutional Ethics Review Committee (**IERC**) and the National Commission for Science, Technology and Innovation (**NACOSTI**).

APPENDIX III: Questionnaire for Class Teachers

INSTRUCTIONS

Please give answers in this questionnaire with possible honest

The information you give assist to build the relationship found in between parental involvement and academic achievement of pupils, therefore this is an information-gathering study.

The information gathered from the study will help in making recommendations on the strategies that can be put in place in order to enhance pupil's academic achievement. The information gathered will remain be kept secretly and only be used for this study. It will be safely kept with no disclosure to any individual. The article has sections with five- ten items each on a Likert-scale and covers a particular objective. There are closed-ended questions with requirement of 10-20 minutes to give answer. Kindly you are free to give answer with relevant information by placing a mark [x] where appropriate and fill in the required information by completing the spaces provided. With honest, free and accurate answers it is most helpful.

SECTION A: Demographic Information

1. Indicate your gender

Male [] Female []

2. What is your age?

Below 30 years []

Between 30-35 years []

Between 35-40 years []

Above 40 years []

3. Indicate your highest level of education

Diploma level []

Graduate []

Post graduate []

Others (Please specify) []

SECTION B:

4. To what extent do you agree with the following statements relating to parental involvement in pupil's academic achievement? Use the rating criteria below.

a) Parental supervision of homework and academic achievement

	Questions	5.Always	4.Often	3.Sometimes	2.Rarely	1.Never
1	The parents always inquire about the homework given					
2	Parents always give necessary requirements home assignments.					
3	The pupils always come to school already homework well done.					
4	Pupils always narrates on how they have been given a conducive environment to work out their homework					
5	There is tendency of some pupils not completing their homework.					

6	Some of the pupils always narrates of how parents were not supportive at home.					
7	Inadequacy of basic amenities such as lights causes some of the pupils not to complete homework					

b) Parent participation in school activities and academic achievement

	Questions	5.Strongly agree	4.Agree	3. Neither agree or disagree	2. Disagree	1.Strongly disagree
1	Parents always come to school to seek of their pupil's performance.					
2	Some parents are very vocal when called upon to discuss issues related					

	to their pupils' discipline.					
3	The school has a policy on how parent should be engaged in various activities					
4	Different parents are always engaged in schools' projects.					
5	Many parents always sponsor the schools' activities					
6	There is a tendency of parents coming up to discuss on issues on child improvement					
7	Parents always presents themselves when called upon in different school events.					


c) **Parent-child interaction and academic achievement**

	Questions	5.Very likely	4. Likely	3.Neutral	2.Unlikely	1.Very unlikely
1	Parents spent time assisting their children with homework daily					
2	Parents often discuss the importance of good education with their children					
3	Parents handle conflicts with the children quite well					
4	Parents read the school newsletter with the children every end-term					
5	Parents work schedule interferes with their ability to help their children with schoolwork/ assignment					

6	The children and the parents talk about their activities and what was learned in school everyday					
7	The children and the parents visit the local library					
8	The parents take their children to participate in community-based activities within the local school community as informed by the teachers/school.					

d) Academic Achievement

	Questions	5.Strongly agree	4.agre	3.Neutral	2.disagree	1.strongly disagree
1	My pupils have always been performing unless they have an issue with school fees.					

2	<p>Most subjects have average performance hence always encouraging.</p>					
3	<p>I always find my pupils seeking for help whenever they have challenge in any subject hence performance improves</p>					
4	<p>Some of my pupils have adopted new mechanism of dealing with difficult subjective through pooling of each skills</p>					
5	<p>There is always continued improvement on academic performance of those who seemed not to catch up.</p>					

Thank you for your participation

THE END

APPENDIX IV: Questionnaire for the Pupils

SECTION A: Demographic Information

1. Indicate your gender

Male Female

SECTION B:

1. To what extent do you agree with the following statements relating to parental involvement in your academic achievement? Use the rating criteria below.

a) Parental supervision of homework and academic achievement

	Questions	5.Always	4. Often	3.Sometimes	2.Rarely	1.Never
1	My parent always asks me whether I have a homework					

2	My gurdians always appent the necessary requirements for the homework					
3	When I have challenges in undertaking my homework, I always consult my parents					
4	Parents provides the necessary amenities such as enough lights to carry out my homework					
5	I always find pleasure when am not given other duties to undertake my homework					

e) Parent participation in school activities and academic achievement

	Questions	5.Always	4.Often	3.Sometimes	2.Rarely	1.Never
--	------------------	-----------------	----------------	--------------------	-----------------	----------------

1	My parents present themselves in any school activity					
2	My parent/ guardian have the passion of sponsoring my school activities.					
3	My parent always visits my class teacher when am not performing					
4	When my parent/guardian realizes that am not behaving well, always comes to school to seek for more answers					
5	My parent/guardian always visit the school to know more about the projects in progress					

f) Parent-child interaction and academic achievement

Questions	5.Always	4.Often	3.Sometimes	2.Rarely	1.Never
------------------	-----------------	----------------	--------------------	-----------------	----------------

1	My parent/guardian always accompanies me when we have a school event which need them being present					
2	My parent/guardian always motivate me and emphasize on the importance of education					
3	My parent always ensures that he/she handle conflicts with me quite well					
4	My parent and I talk about his/her activities and what was learned in school everyday					
5	My parent and I visit the local library					

g) Academic Achievement

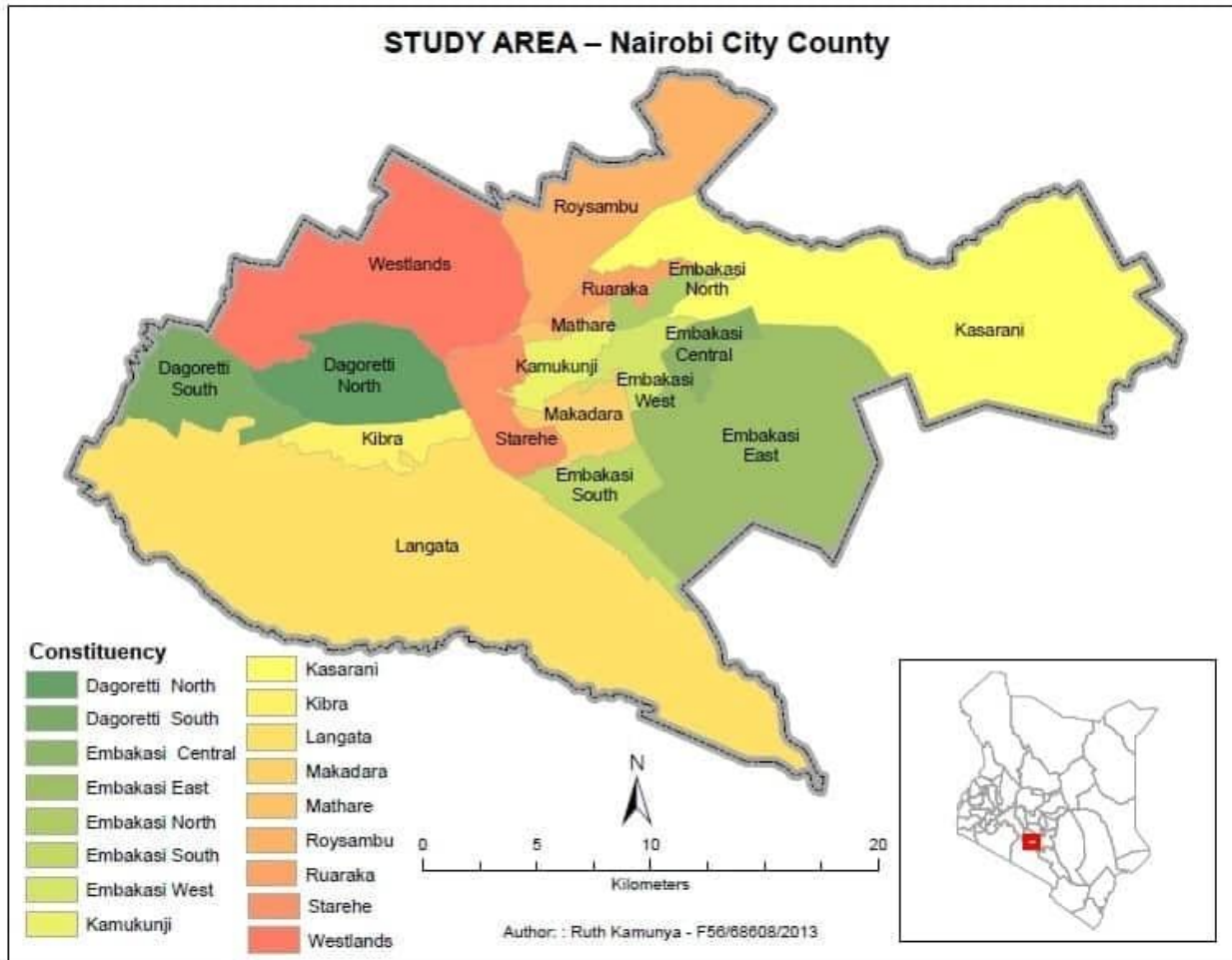
	Questions	5.Always	4.Often	3.Sometimes	2.Rarely	1.Never
1	I always perform as expected					
2	The subject that am not understanding I always seek help form the relevant teachers					
3	I always ensures that I seek guidance from my teachers to improve on my academic					
4	I always ensure that I visit the library for more relevant information where I am weak					
5	I have always been ensuring that I work hard to achieve my goals.					

Thank you for your cooperation

APPENDIX

V:

Map



ETHICAL RESEARCH CERTIFICATE



Mount Kenya University



REF: MKU/ISERC/4327
TO: MARYLN NDUNGE KANYOI

Date: 26 August 2024

REG: MCP/2021/84275

Dear Sir/Madam,

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

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3047**. The approval period is **26/08/2024 - 25/08/2025**.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. 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
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

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. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC



NACOSTI

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 397966	Date of Issue: 11/September/2024
RESEARCH LICENSE	
	
<p>This is to Certify that Ms. MARYLN NDUNGE KANYOI of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: PARENTAL INVOLVEMENT ON ACADEMIC ACHIEVEMENT OF PUPILS IN SELECTED PUBLIC PRIMARY SCHOOLS WITHIN MAKADARA SUB-COUNTY, NAIROBI COUNTY, KENYA. for the period ending : 11/September/2025.</p>	
License No: NACOSTI/P/24/39722	
397966	
Applicant Identification Number	Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code
	
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	
See overleaf for conditions	