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**Influence of Parental Involvement on Student's Academic Achievement in
Public Mixed Day Secondary Schools in Yatta Sub-County, Machakos
County**



Master of Science in Education Management

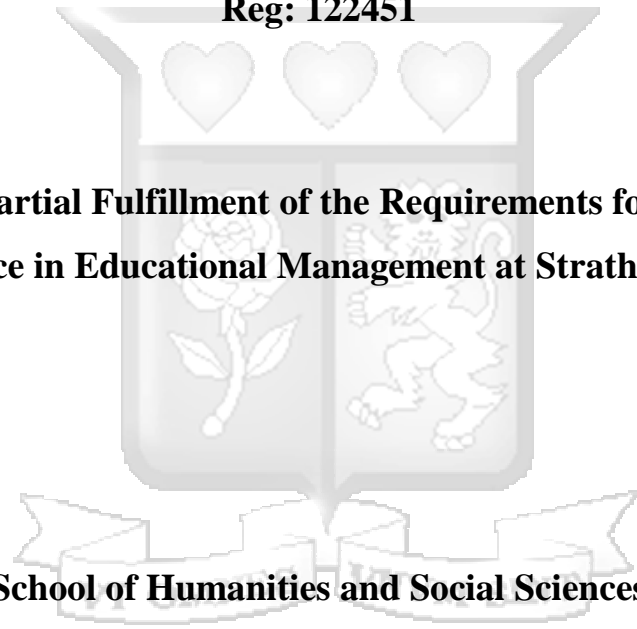
October, 2022

**Influence of Parental Involvement on Student's Academic Achievement in
Public Mixed Day Secondary Schools in Yatta Sub-County, Machakos
County**

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**Submitted in Partial Fulfillment of the Requirements for the Degree of
Master of Science in Educational Management at Strathmore University**



**School of Humanities and Social Sciences
Strathmore University
Nairobi, Kenya**

October 2022

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Declaration

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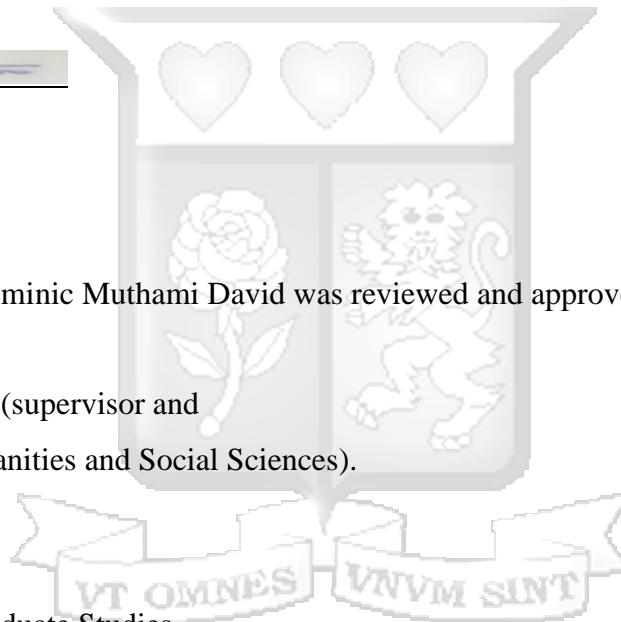
Date: 31/08/2022

Approval

The dissertation of Dominic Muthami David was reviewed and approved by the following;

Dr. Magdalene Dimba (supervisor and
Dean, School of Humanities and Social Sciences).

Dr. Benard Shibwabo
Director, Office of Graduate Studies



Abstract

Research shows that parental involvement in schools is closely linked to better student behavior, higher academic achievement and enhanced social skills. The influence of parental involvement on student's academic achievement can be investigated through various forms. However, the forms of involvement that have the strongest effect on the student's academic achievement are not clear. Based on varying forms of parental involvement, different scholars have drawn different findings and conclusions with some concluding that there exists no relationship between parental involvement and academic achievement. This study sought to advance the investigation of the influence of parental involvement in academic achievement in mixed-day secondary schools in Yatta sub-county, Machakos County. Specifically, it focused on the influence of parental involvement on supervision of the learner's homework, communicating expectations and target setting, and participation in school activities. The study adopted Bronfenbrenner's ecological systems theory focusing on the Micro-system, Meso-system, Exo-system and Macro-system. Data was collected using questionnaires and interviews. The study sampled 15 schools from 29 public mixed-day secondary schools in the sub-county. The study also targeted school principals, Class teachers, Form Three parents and Form Three students of the sampled schools. Quantitative data was analyzed using *Statistical Package for Social Sciences (SPSS)* version 28, while the qualitative data were analyzed using thematic analysis. There was a significant positive correlation between homework supervision and academic achievement, the communication of expectations together with target setting and that academic achievement, and finally, the participation in school activities and academic achievement. The study established that parental involvement is positively influencing academic achievement. The study recommends the formulation of a policy framework that provides guidance and direction in reference to parental involvement. The strategy will guide and enhance homework taking, create links with parents to provide the necessary information, and motivate students to take homework. Further research can be done to establish the reason why many schools did not have a school policy on parental involvement and other socioeconomic factors influencing parental involvement.

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List of Abbreviations

AGM	-	Annual General meeting
BOM	-	Board of management
KCSE	-	Kenya certificate of secondary education
NACOSTI-		National Commission for science and technology & innovation
PA	-	Parents Association
PI	-	Parental Involvement
SPSS	-	Statistical Package for Social Sciences



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Dedication

I dedicate this thesis to my wife Jedaveen and son Finlay Mumo for being my support-system. Your prayers and encouragement keep me moving. I also dedicate it to my father David and mother Margaret for their unabated support and encouragement. To my brothers and sisters, I hope this achievement inspires you to work harder in school and achieve more than I did



CHAPTER ONE

INTRODUCTION

1.1 Preview

This chapter presents the background of the problem, the statement of the problem, research objectives, research questions, together with the scope and significance of the study. The chapter also brings out the gaps that justify this study. Education is a platform for national socio-economic and cultural transformation (Ministry of Education, 2019). As key stakeholders in education, parents have a responsibility to provide not just education, but quality education to children. Parental involvement forms the basis for the intellectual development of the child by providing necessary support that enhances academic achievement both at home and in school (Jeynes, 2016). Research shows that parental involvement in schools is closely linked to better student behavior, higher academic achievement and enhanced social skills. There are various aspects of parental involvement that increase the probability of children excelling in an academic career path, and subsequently becoming productive, responsible members of society. However, it is not clear which aspects of involvement have the highest influence on students' academic achievement (Dahie, 2018).

Different studies have drawn different conclusions depending on the forms of parental involvement put under investigation. Some studies have concluded that there exists no relationship between parental involvement and academic achievement of students. This uncertainty has created the need for more research on the various dimensions of parental involvement that will give the most effective parent involvement activities. This study sought to contribute in the investigation of the influence of parental involvement on the academic achievement of learners focusing on homework supervision, communication of expectations and target setting, and participation in school activities.

Students' academic achievement has been a major concern for all education stakeholders including; parents, learners, teachers, support staff, ministry officials, religious groups, social workers, and the surrounding school community. There is a remarkable boost to the learners' academic success when there is adequate parental involvement in their academic journey (Kibaara & Ndiragu, 2016). Parents should be strong associates in the learning of their children and they should know what is expected of them in terms of involvement, both in school and at home (Seet, Rabbani, Hosseinian, Latha, & Mohan, 2022). This study therefore sought to

contribute in the understanding of how various forms of parental involvement influence academic achievement of the student.

Research shows a central focus on teachers' classroom work and school leadership, while neglecting the role and influence of parents' involvement in the academic performance of students. More research should be done to establish the forms of parental involvement that influence the academic achievement of learners (Dahie, 2018). This study sought to add to the existing knowledge on the influence of parental involvement on academic achievement of the student.

Machakos County has a huge population living in abject poverty. According to Kiilu et, al. (2019), the level of poverty in Machakos County is 24.1%, and the illiteracy level is recorded as 41.5%. Parents spend hours looking for water while others toil the whole day in search of food and other basic commodities. The situation creates a dilemma for the parents on whether to get involved in school or to look for basic commodities such as food and water (Gerbas, 2018). Most parents in the low social-economic category may not be able to provide required learning materials at home and school such as revision books. Parents of a low socio-economic status tend to exercise low overt (direct) involvement in their children's education. They are mostly faced with the dilemma of whether to attend educational activities, or engage in a search for basic needs like food. Parents who are in employment also find it difficult to balance between work and parental involvement activities. Some parents believe that their single most important role is to pay school fees while the teachers do the rest of the curriculum implementation (Patrice-Chante' Miller & Banks-Hall, 2019).

In Machakos County, more research on parental involvement has been done at primary school level. The influence of parental involvement cuts across all levels of learning (Kibaara & Ndiragu, 2016). This study thus investigated the influence of parental involvement at the secondary school level, particularly in mixed day schools.

Homework supervision, the communication of expectations and target setting, and participation in school activities are the most effective forms of parental involvement (Koskei B. K., 2014). With this being the case, this study sought to investigate these forms of participation in Yatta sub-county.

There are four strategies of enhancing parental engagement or involvement (Government of Kenya, 2019). The four strategies include; participatory decision making, communication and collaboration, learning and development process and resourcing, volunteering and linkages.

This study focused on three areas, namely; communication and collaboration through the communication of expectations and target setting, the learning and development process resourcing via homework supervision, and finally, volunteering and linkage by means of participation in school activities.

This study focused on three strategies namely; supervision of homework, communication of expectations and target setting, and participation in school activities. These aspects form part of the microsystem (within either the home or school environment), and the meso-system (between home and school environment) which are bases of the ecological systems theory. This study was meant to assess and determine the influence of parental involvement on students' academic achievement based on these three strategies and the ecological systems theory.

This study specifically focused on three independent variables namely; supervision of homework, communicating expectations and target setting, and parental participation in school activities. The dependent variable was students' academic achievement which was measured by the overall term three grade for form three students in 2021. The study investigated the influence of parental involvement on students' academic performance in public mixed-day secondary schools in Yatta sub-county, Machakos.

1.2 Statement of the problem

Research shows a central focus on teachers' classroom work and school leadership while neglecting the role and influence of parents' involvement in the academic performance of students. Studies on the effect of parental involvement on academic achievement have largely pointed to higher academic achievement. However, some studies have concluded that there exists no relationship between parental involvement and academic achievement.

There is no specific form of parental involvement that is known to have the highest influence on academic achievement. A number of parents do not understand the importance of their involvement in school and the influence their involvement can have on their children's academic performance. Some of the parents who know the importance of their involvement do not know how they can help or get involved since there are many forms of involvement. Parents need information on how various forms of involvement influence academic achievement. This study adds to the existing information on this discourse by assessing the effect on academic achievement of homework supervision, the communication of expectations and target setting, and participation in school activities.

In Machakos county, there hardly exists any study on parental involvement in secondary schools. Studies carried out at primary school level point to low parental involvement. The effect of this reduced involvement carries on from early childhood education to the tertiary level. This study seeks to investigate the influence of parental involvement on students' academic performance in public mixed-day secondary schools in Yatta sub-county, Machakos County.

1.3 Objectives of the study

- i. To assess parental involvement in homework supervision, and its influence on students' academic achievement.
- ii. To determine parental involvement in communicating expectations, and its influence on the academic achievement of students.
- iii. To assess parents' participation in school activities, and its influence on the students' academic achievement.

1.4 Research questions

- i. What is the influence of parental involvement in the supervision of homework on students' academic achievement?
- ii. What is the influence of parental involvement in communicating expectations on the students' academic achievement?
- iii. What is the influence of parents' participation in school activities on the students' academic performance?

1.5 Significance of the study

The study is important to parents, teachers, the Board of Management (BOM), the Parent Association (PA), academicians, policymakers and students. This is because it provides an insight of the level of Parental Involvement (PI) in the sub-county, as well as the influence of the involvement on academic achievement. The findings and recommendations of this study provide valuable information that can guide decision-making in secondary schools, as well as aid in unlocking the full potential of parents in enhancing the academic achievement of students through their involvement. The purpose was to test for relationships of variables and not causality.

It provides school administrators with information on the three forms of PI: homework supervision, communication of expectations and target setting, and participation in school activities. These may aid in improving academic performance through, for example, improving

the school climate and school programs, while assisting families to connect with others in the school and the community, as well as putting up a policy on parental involvement in schools. Parents are informed of how they can actively get involved in school activities such as the communication of expectations, setting academic targets, and supervising student homework. The findings also inform further research and policy initiatives that may lead to the establishment of more effective intervention programs designed to increase parental involvement and ultimately, improved students' academic performance.

1.6 Scope of the study

This study was carried out in 15 public mixed-day secondary schools in Yatta sub-county Machakos County. The sub-county has 29 public mixed day secondary schools.

1.7 Limitation of the study

Limitations are factors that the researcher has no control over; they constrict the conclusion of the study and its application to other situations (Khan, 1993). There are numerous parental involvement factors that influence the academic performance of students. However, this study was limited to homework supervision, the communication of expectations and target setting, and participation in school activities. The study was founded on Bronfenbrenner's ecological systems theory, focusing more on micro and meso-systems. The findings of the study could however not be generalized to the whole country since it was only carried out on the mixed day public schools in Yatta sub-county

1.8 Operational definition of key terms

Parent involvement: These are actions at home or at school level that are geared towards improving students' academic achievement.

Academic achievement: These refer to the acquired knowledge or learned experience that is expressed by test scores in an exam.

Communicating expectations: These refer to the written and verbal dialogue among the school, parent, and the student on the anticipated outcomes in the learning process.

Target setting: These refer to a specified score, grade, or a spectrum of activities that the student and the parents intend to achieve within a specified period.

Homework Supervision: This is the parents' inspection and assistance that stimulates the child's cognition leading to improved academic performance.

School activities: These are school programs that require the physical presence of the parent in the school.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides a review of the literature on the influence of parental involvement on students' academic achievement. It shows the theoretical and conceptual framework that the study is founded on, and outlines what other studies have revealed, as well as pointing out gaps that still exist. It provides theories used in related studies, and highlights new areas that need further investigation based on previous research works. The literature review is presented in a pattern that corresponds to the objectives of the study.

2.2 Contextual background

2.2.1 Global Context

A national survey conducted by McNeal Jr (2014) in the United States' K2 schools estimated a series of hierarchical models with a view of testing direct and indirect effects of parent involvement on student academic achievement. The findings show that parent-child and parent-school involvement practices differently affect students' academic achievement. This implies that different forms of PI have different direct or indirect effects on academic achievement.

In a meta-analysis of 25 studies by Garbacz, McIntosh, Vatland, Minch, & Eagle (2018) on parental involvement in Azerbaijan schools, India, the studies were coded based on sample size, age, ethnicity, academic achievement measure, aspect of academic achievement, and type of parent involvement. The authors concluded that not only was parental involvement positively related to academic achievement, but the overall grade point average was also found to be impacted by that parent involvement more than subject-specific grade point averages. It is for this reason that this study used the overall mean score for form three students in term three of 2021 academic year.

Schueler, McIntyre, & Gehlbach (2017) carried out a study in Chile secondary schools in 2017 that sought to analyze how different parental involvement profiles influence children's academic achievement. The findings reveal that parental involvement can take a wide variety of forms. Among these are the communication between family and school, supporting learning activities at home, and involvement in school activities. Based on the theory adopted by this study, PI was investigated based on homework supervision, target setting and participation in school activities.

2.2.2 Regional Context

A study by Harrington, (2022) investigated the effect of the provision of facilities for private reading and assistance with school work by parents on the academic performance of children. It utilized a sample size of 140 students in Senior Secondary Schools of Lagos State, Nigeria. The study found that students who are provided with facilities for private reading at home perform better than those who are not provided such facilities. There was a strong positive relationship between the supervision of homework by parents and the academic performance of children. A conducive learning environment at home together with a positive attitude from the parents was found to have a significant correlation with a high level of academic achievements (Harrington, 2022). The current study revealed that many parents are not providing students with required resources for homework doing.

In eastern Uganda, a study on parental involvement in primary education was conducted using a cross-sectional survey (Berg, et al., 2019). The study involved 2,669 grade six students in public and private primary schools. The authors hypothesized that parenting, communication and target setting would lead to improved academic performance. The study used a regression model and controlled for household covariate, individual and school. It established that a unit increase in parental participation through parenting, communication and target setting significantly increases students' academic achievement in public schools. This implies that parental participation through parenting, communication and target setting plays a key role in motivating children, improving their self-efficacy and ultimately improves their academic achievement both in public and private schools. However, this study was limited to public mixed-day secondary schools. This allowed for differentiation and keenly focusing on aspects specifically affecting day scholars such as homework supervision. This could confirm the same results or give a different outcome.

Another study investigated the roles of parents in schools and the impact of these roles on student academic achievement from selected secondary schools in Mogadishu, Somalia (2018). The study was conducted through a survey study method and utilized descriptive, correlation, and regression analysis. It utilized data from 70 teachers. The study concluded that there is a significant positive relationship between Parental engagement and Academic achievement in the secondary schools. It focused on three forms of parental involvement namely; the supervision of homework, communication of expectations, and participation in school activities in mixed-day secondary schools (Dahie, Mohamed, & Mohamed, 2018).

Fajoju, Aluede, & Ojugo (2016) carried out a study to investigate the relationship between parental involvement in children's education and the academic achievement of primary six pupils in Edo State, Nigeria. The study utilized a sample population size of 1,895 male and female primary six pupils. The findings of the study indicated that parental involvement significantly influenced pupils' academic achievements in three core subjects: English Language, Mathematics and Integrated Science. The author recommends the adoption of various approaches by education psychologists and counselors that enhance greater parent involvement in school (Fajoju, Aluede, & Ojugo, 2016). In this study thus, both male and female students were considered and their academic achievement was measured by overall grade for Form three, Term three 2021, rather than specific subjects.

A study on the impact of parental involvement on education by Salwiesz (2015) was based on the ecological systems theory, together with Epstein's Theory of Overlapping Spheres. This was done so as to study the relationship between parent involvement and academic achievement on racially diverse kindergarteners. A sample population of 13,655 kindergarteners was used. The findings of the study revealed a strong positive relationship between parent involvement and academic achievement (Salwiesz, 2015). However, the study established that some forms of parental participation are not beneficial. Moreover, the study reveals significant differences in the relationship between parental involvement and academic achievement by race. This study was only based on ecological systems theory and focused on three forms of PI which revealed a positive effect on students' academic achievement.

2.2.3 Local Context

Mudibo (2016) carried out a study to establish the relationship between parental involvement and students' academic attainment in secondary schools that are located in Magarini sub-county, Kilifi County. The study focused on parents' belief in the ability of their children, close parental monitoring, students' perception of their parental involvement, and parents' frequency of attending school activities. The study revealed that increased parental involvement leads to increased self-efficacy hence improved academic achievement. This implies that parental involvement through participation in school activities leads to increased academic achievement. In this study, parent's participation in school activities was found to have a positive effect on students' academic achievement.

A study by Koskei (2014) in Kuresoi sub-county investigated whether a relationship between the academic performance of secondary school students and parental involvement exists. The

study drew from 6 schools and encompassed a sample size of 180 Form four students. It also conceptualized target setting, homework supervision, and decision-making. In comparison, this study was based on ecological systems theory which was advanced by Bronfenbrenner, and the theory of overlapping spheres of influence proposed by Epstein. Data analysis was done using descriptive and inferential statistics. The study found out that parental involvement has no significant influence on the academic performance of secondary school students. This study however established that target setting and homework supervision was positively influencing academic achievement. Since different studies are pointing to different outcomes, this study is adding to the knowledge on the subject particularly focusing on public mixed day secondary school.

A study carried out in Magarini sub-county examined the relationship between parental participation and academic performance among Form Three students in secondary schools in Kenya (Mudibo S. O., 2016). The study aimed at assessing the level of participation of parents in the sub-county and its impact on the students' learning process and academic attainment. Using a descriptive research design, the study utilized a population of 85 students from 17 randomly selected schools. The findings of the study indicated that during out-of-school hours, parents create positive or negative attitudes about education which consequently affects academic performance among the students. This study sought to assess parental involvement outside school (at home) and in school hence giving more insight on the subject.

A study in Kieni west Nyeri County by Wairimu, Macharia, & Muiru (2016) examined the relationship between parental involvement and self-esteem among the adolescent students in secondary school. The study employed the James William and Baumrind theory of Parenting Styles. The study used data obtained from 200 participants selected randomly from 8 schools. The study found a strong relationship between parental involvement and students' self-esteem (Wairimu, Macharia, & Muiru, 2016). That study recommends that policymakers should consider the psychological needs of students, and more research should go to investigating how parental involvement fluctuates from one form of involvement to another. In this study, the three forms of PI investigated found a positive influence on students' academic achievement.

2.3 Empirical review of literature related to influence of parental involvement on academic achievement.

A study by Lara & Saracostti (2019) analyzed the association between parental involvement and student academic achievement. Cluster analysis results from a sample of 498 parents or

guardians in 16 public schools in Chile. The study established three different profiles of parent involvement (high, medium and low) considering different forms of parental involvement at home at school and through invitations made by the students, home and school. Results show that there are differences in students' academic achievement between the parental involvement profiles, indicating students whose parents have a low involvement have lower academic achievement.

A study by Anakotta (2022) proposed the models of mutual cooperation between parents and teacher in learning or school. The study engaged with library research and all data comes from e-books, journals, articles, virtual resources and internet access to propose the model of mutual cooperation between parents and teacher. The study concluded that effective cooperation between parents and teacher with certain model will make learning or school going well. It is recommended that parents and teacher may conduct a model of mutual cooperation and base it on a school parental involvement policy.

2.3.1 Parental involvement in Homework supervision and its influence on academic achievement

A study by Durisic & Bunijevac (2017) investigated the effect of homework supervision on students' academic achievement. The study focused on 13 quantitative measures that summarized students' homework activity. It was based on ecological systems theory and data was collected from 750 students. Conducted through a survey study method, the study utilized descriptive, correlation, and regression analysis. It found a positive correlation between total homework time and supervision and academic achievement which was measured by the course grades.

Kalenkoski & Pabilonia (2017) conducted a study using time-diary data to investigate whether homework given to high school students would increase academic achievement as previous studies had used retrospective questionnaires which may have been subject to inaccuracies and social desirability bias. The sample size included 817 students, and was chosen based on those attending grades 9-12 and eventually high school graduates. The study established that homework supervision positively influenced academic achievement. This study found a similar outcome.

Tárraga et al.,(2018) analyzed the relationship between the types of parental involvement in homework, psychological resources, and academic achievement in Mexican elementary students. In total, 823 children participated, 51% were female, and 49% males. Structural

equations were calculated. The first model indicated that parental autonomy support had a direct positive relation with academic self-efficacy and self-regulated learning; it also had an indirect positive effect on academic achievement. On the other hand, parental control was directly and indirectly related in negative fashion to academic self-efficacy, self-regulated learning, and academic achievement. The second model showed that the psychological resources and academic achievement of children influenced types of parental involvement in homework. A multi-group analysis indicated that gender did not moderate the proposed relations in the model. Overall findings suggest a reciprocal relationship between parental involvement in homework and children academic functioning.

Mwarari, Githui, & Mwenje (2020) explored the perceived challenges and opportunities of this collaboration from the perspectives of Kenyan parents with children in the early years of schooling. A cross-sectional survey design was used involving 335 parents from two selected counties in Kenya – one rural and the other urban. The participants responded to a questionnaire that sought to establish the barriers parents encountered as they partnered with schools, as well as the strategies they envisaged would enhance effective parental engagement for healthy academic, emotional and social development of their children. Results indicated that parents acknowledged the importance of home-school collaboration.

A study by Mahuro & Hungi (2016) investigated the effect homework supervision on students' academic achievement. Data was collected from 350 students and parents. A descriptive study design was adopted based on Epstein's theory. The study revealed that the impact of parental involvement on student academic achievement is found to be the weakest if parental involvement is defined as homework assistance rather than homework supervision. For students to additionally achieve maximum benefits in an education system, learning should not be solely left to the student-teacher relationship, but should be extended to include active parental involvement among other education stakeholders. Guided by the theoretical framework, this study referred parental involvement to the parents' actions at home and school that influence students' academic performance. It was anchored on parents' involvement in supervising homework, communicating expectations and participation in school activities.

In their study on the influence of homework on academic achievement, Robinson & Harris (2016) found that learners who possess good homework habits and do more academic learning activities at home achieve more in school compared to those who do not. This study established that homework supervision positively influences students' academic achievement.

A study by Valdes et al., (2016) analysed different types of parents' practices while assisting their children in homework. It examined four areas which included autonomy support and promotion of self-regulation, control, interference, and cognitive engagement related to homework. Data collected from 812 respondents was quantitatively analysed. The study concluded that different types of parental involvement in homework were associated with different outcomes, with parent autonomy support emerging as the most beneficial one (Valdes et al, 2016). In this study, the focus was on the supervision of homework, communication of expectations and target setting, and participation in school activities.

In their study, Bryce, Bradley, Abry, Swanson, & Thompson (2019) considered academic achievement as standardized test scores in Math, Social Studies, and Science. They used a sample size of 10,624, and utilized a Structural Equation Model. The findings indicated that homework supervision, attending school activities, communication of expectations, and membership in a parent-teacher association has a negative relationship with academic achievement. This study examined the same variables, but the results indicated a positive correlation between these forms of parental involvement and academic achievement.

In a study by Lara & Saracosti (2019), parental activities in homework supervision include provision of general oversight of the homework process such as monitoring, supervising and overseeing the homework process. The study utilized data from 460 respondents which was analysed using SPSS. The study recommends completion and correctness, as well as recognizing and offering emotional support for student performance and ability. Parents should also establish physical and psychological structures for their child's homework performance. This may include specifying regular times for homework, establishing structures for time use, articulating and enforcing expectations, rules and standards for homework behaviour, and helping students structure time, space, and materials for homework.

Tárraga García, García Fernández, & Ruiz-Gallardo (2018) examined the relationship between academic achievement motivation and home environment among primary school pupils in Machakos County. They revealed that few parents inspected their children's academic work, and did little in supervision or helping with homework. This study was meant to check whether this trend might have been carried on to secondary schools in the county. This study revealed that the level of parental involvement is still low especially on homework supervision.

2.3.2 Parental involvement in Communicating expectations and its influence on academic achievement

In a meta-analysis study, Jeynes (2016) argued that the most important parental variable playing an effective role in academic achievement is the parent's expectations regarding the educational performance of a child. Parental expectation involves predictions and judgments towards the child's future academic achievement (Sebastian, Moon, & Cunningham, 2017). These expectations include all the judgments and beliefs about a child's performance at school, or the level of education he/she can complete as well as the behaviors supporting them. However, parental expectations are different from parental aspirations related to the child's education.

In a study by Curry (2018), the influence of parental involvement in a school of choice and family perceptions of what it means to be engaged in a child's education was done. Qualitative data was collected from 612 respondents including teachers and parents. Findings indicate having quality time with the child for open communication, support learning activities of the school, assist in identification and nurturing of the child's talent and overall academic achievement.

Two meta-analysis studies by Castro, et al. (2016) found that parental expectation has the strongest relationship to student academic outcomes compared with other parental beliefs and behaviors. The study used mixed method, and data was collected from 960 respondents and quantitatively analyzed. The study recommends that parents communicate their expectations to the children in the most explicit way that the children will understand and endeavor to meet the expectations.

A study by Boonk et al., (2018) investigated the effect of parental expectations on the students' academic achievement. A sequential mixed research design was used. Both quantitative and qualitative data was collected from 1,100 respondents. The study found that parents with backgrounds of moderate-to-high income and education usually have higher expectations for their children's academic achievement compared to parents with low socio-economic status.

Oates (2017) investigated the influence of parental communication of expectations and academic achievement provided indirect evidence for the mediating role of parental expectation. The study used data from 398 respondents. Data collection tools were a questionnaire and an interview schedule. The study established that on one hand, the Social Economic Status of the parents, parental expectation and children's academic outcomes were

related. On the other hand, there was always a marked reduction in the associations between parental education or family income and children's academic performance after controlling for parental expectation. The study asserts that if parents are successful in forming accurate expectations regarding their child's performances and translating their expectations into actual behaviors of involvement in education, the negative effects of financial restrictions can be minimized.

Lv, Lv, Yan, & Luo (2019) carried out a study on the impact of parental expectations on students' academic achievement. Data was collected from 375 respondents including students and parents. A descriptive study design was adopted based on Epstein's theory. The study revealed that parental expectations have an important effect on parental behaviors related to both allocating resources to support the child at a certain academic level and evaluating the child's academic competencies. Moreover, the parents' actions addressing the academic achievement mediate them to establish new expectations on their children or reconstruct the current expectations.

Mudibo (2016) sought to investigate the relationship between students' communication, self-perception and academic achievement. Both quantitative and qualitative data was analyzed. Data was collected from 275 students. A descriptive study design was adopted in the study. The study concludes that parents' expectations are communicated either overtly or covertly to the students in day-to-day interactions. Both overt and covert communication may directly or indirectly influence the way students perceive themselves and the school hence their academic performance. The study further asserts that effective communication between the school and parents and between parents and students yields success in the child's academic achievement. The study recommends that instead of sending students home with a failing grade slip for example, a teacher can call the parents, create an improvement plan together, and set the academic target for and with the students. Additionally, it recommends a clearly-defined policy on communication among the stakeholders.

From the above discussed studies, it is clear that communication of expectations between the parent and the child is a key contributor to good academic outcome. This study aimed at establishing the level of parental involvement through communication of expectations and whether there was an effect on academic achievement. The aspects of communicating expectations and target setting included termly reports through report cards, attending AGM where school strategic plan is shared, and collectively setting termly and annual targets.

2.3.3 Parental Participation in school activities and its influence on the students' academic achievement

A cross-sectional study by Mante, Maosen, Aboagye, & Darko (2021) in Ghana investigated the effect of financing academic programs on students' academic achievement by utilizing data from 363 students in the Kwabre East Municipal. The data collection instrument was a structured questionnaire. The data collected was analyzed descriptively and quantitatively. Pearson's Correlation Coefficient is used to establish the relationship between family structure and academic achievement of the respondents. The study established that financial hardship was a significant challenge for the effective involvement of parents in the academic achievement of students. There is a significantly strong positive correlation between parental roles in education and students' academic achievement.

Another cross-sectional survey by Lafortune, Rothstein, & Schanzenbach (2018) investigated school finance reform and distribution of student achievement. The study involved 532 respondents in public and private secondary schools. The study used a regression model. It established that an increase in parental participation through financing of academic programs significantly increases students' academic achievement in public schools.

Muller & Kerbow (2018) investigated parental involvement in the home, school, and community, and the effect on students' academic achievement. The study was conducted through a survey study method and utilized descriptive, correlation, and regression analysis. The study utilized data from 70 teachers. It concluded that parental involvement through attendance at school meetings and volunteering for school activities positively influenced academic achievement.

A study by Anderson, Ritter, & Zamarro (2019) to assess the relationship between students' discipline and student academic outcome utilized data from 400 respondents. The study analyzed the data descriptively and quantitatively. It established that students' academic discipline positively influenced academic achievement. This study sought to assess parental involvement on checking students' discipline in school.

Nalugemwa (2022) examined the influence of school culture on the students' academic achievement in the selected Government secondary schools. The study adopted a cross-sectional survey design where both qualitative and quantitative research approaches were used. It was established that the influence of goal setting on students' academic achievement in government aided secondary schools indicated that goals setting encourages coordination of

classes, assessments, following up the teaching time table, encouraging discussion groups and ensuring continuous monitoring and supervision of students which hence encourages academic achievement among students.

Boonk et al., (2018) reviewed the research literature on the relationship between parental involvement and students' academic achievement with 75 studies published between 2003 and 2017. Parental involvement variables that show promises according to their correlations with academic achievement are reading at home, parents that are holding high expectations/aspirations for their children's academic achievement and schooling, communication between parents and children regarding school, parental encouragement and support for learning.

A correlational study by Robinson & Harris (2016) on the impact of parental involvement on learners academic outcome established that, Students whose parents communicate their expectations and are actively involved in their academic journey not only have high test scores, but also have high self-esteem and relatively higher graduation rate from high school. They attend post-secondary education, develop self-confidence and motivation in the classroom, and have better social skills and classroom behavior.

From the above, literature is emerging which shows that the establishment of links between the school and home enhances parental participation. A school policy on parental involvement is an important tool for enhancing parental participation in school activities. (Robinson & Harris, 2016) warn that not all participation activities will have a positive effect on the learner's academic achievement. This brings up the need for studies to establish the participation activities that positively impact on the academic attainment. In this study, the aspects of participating in school activities included; volunteering for school projects, checking on the student discipline in school, financing school academic programs and availability and implementation of school policy on Parental Involvement.

2.4 Theoretical Framework

Ecological Systems Theory

This study was founded on the ecological systems theory by Urie Bronfenbrenner (2020). Ecological systems involve the interaction between organisms and their environment. This study focused on how environmental systems influence parental involvement and ultimately on the students' academic achievement. A study conducted by Salwiesz (2015) on the impact

of parental involvement on the education of children with racially diverse backgrounds used Ecological systems theory focusing on the microsystem, Meso-system, Exo-system and Macro system environment. However, this study focused mainly on micro and Meso-systems.

Bronfenbrenner asserts that the environment is made up of four facets; Microsystem, Meso-system, Exo-system, and Macro system. Bronfenbrenner not only focused on the environment but also the interaction between the organism and the environment. In this study, the focus was on the interaction between the home and school environment, as well as the interaction between parents and student and between teachers and students.

The microsystem environment is the center platform where students interact with one another or with the parents at school or home. In this study, the microsystem environment was viewed as the parent's involvement in the supervision of homework and in communication of expectations and target setting both at home and in school. The interaction of two or more microsystems in which the students routinely participate is referred to as the Meso-system environment. That between the school environment and home environment is an example. The Meso-system environment in this study will be considered as the parent's participation in school activities, communication of expectations to the student and target setting.

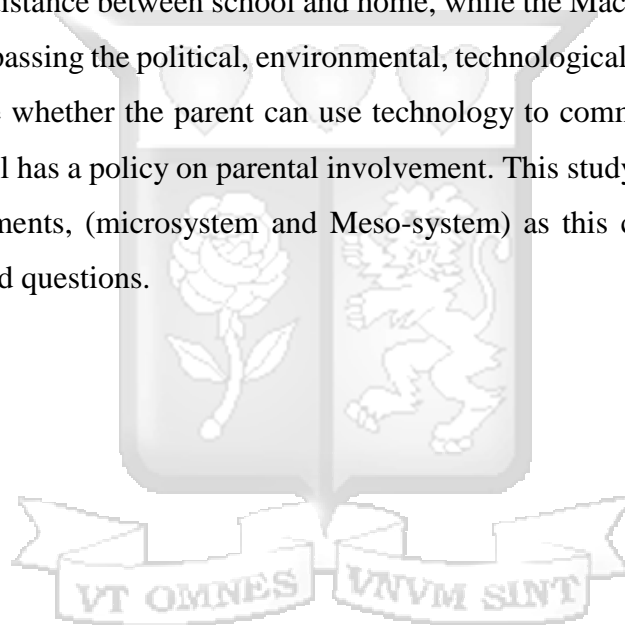
The Exo-system environment is the one that indirectly has an impact on students' academic achievement even though it does not have a direct relationship with the student. As an example, the parent's level of education, gender, or workplace constitutes the Exo-system. It may directly or indirectly influence parental involvement. For instance, the parents' level of education may influence homework supervision through identification of learning difficulties.

The Macro-system environment includes the factors beyond the student and the other systems which significantly or insignificantly affects the functioning of these systems. It includes political, economic, social, technological, legal, and educational systems. In the study, social-economic status, including the parents' level of education was considered as a factor influencing parental involvement.

Lask et al., (2021) used the ecological systems theory to break apart the two key systems for students concerning parental involvement and academic achievement, namely, the home system and the school system. Additionally, Durisic & Bunijevac (2017) analyzed sixty studies focusing on parental involvement both in school and at home. They used the ecological systems theory to understand the relationship between the Exo-system and macro system on parent involvement at home and in the school. They then explored the microsystem, Meso-system,

Exo-system, and Macro system, and finally categorized parental involvement at home environment as part of the microsystem and parent involvement in the school environment as a Meso-system.

This study adopted the ecological systems theory to focus on microsystem, Meso-system, exo-system and macro system environment. Microsystems were viewed as the interaction of the parent with the student at home or between the student and the teacher at school, with parents' supervision of the students' assignment being a valid example. The Meso-system environment was viewed as the interaction between the family (both parent and student) and the school. An example is parents' participation in school activities. The Exo-system was viewed as the parents' social-economic aspects that overtly or covertly influence the students' academic achievement and the distance between school and home, while the Macro system environment was viewed as encompassing the political, environmental, technological, legal, and educational aspects. Examples are whether the parent can use technology to communicate to the school, and whether the school has a policy on parental involvement. This study was mainly nested on the first two environments, (microsystem and Meso-system) as this captures the first three research objectives and questions.



2.5. Conceptual Framework

Independent variables

Dependent variable

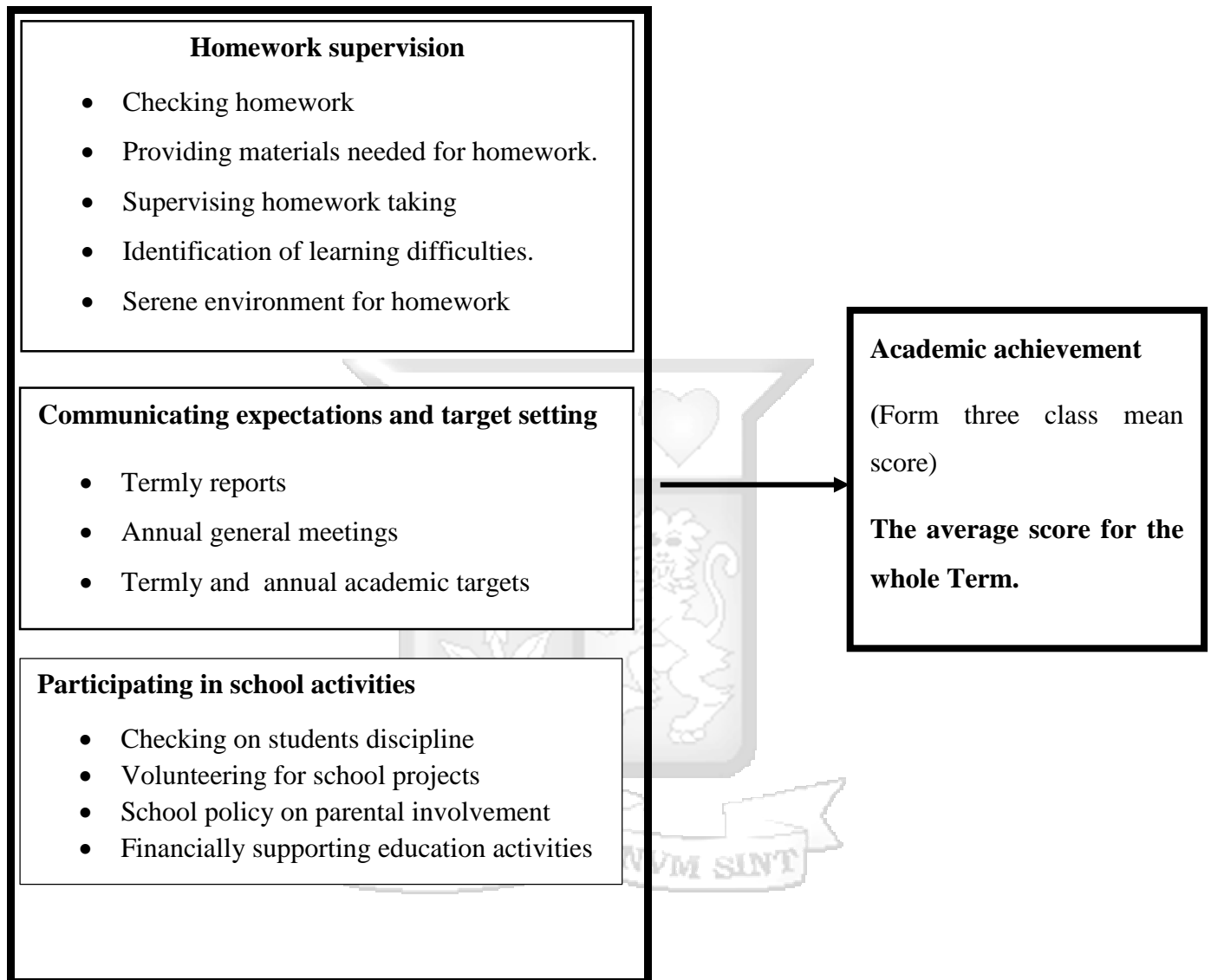


Fig 2.1 Conceptual framework

Source: author

The conceptual framework constitutes the independent and dependent variables. The independent variable is parental involvement which involves homework supervision, communication of expectations and target settings and parental participation in school activities. The dependent variable was students' academic achievement which was measured through the Form three class mean score. This was the average score for the whole of Term three of 2021 academic year.

2.4.1 Homework supervision

Homework supervision refers to all the activities undertaken by the parent to facilitate doing and completion of homework by the learner. These activities include checking the homework given to the student, providing materials necessary for the taking of the assignment such as exercise books, allocating time for the student to do homework and identification of learning difficulties.

These aspects will be operationalized in the study to examine how parents apply them and how they influence the academic achievement of the learner. A questionnaire was used to determine the most common aspect of homework supervision. Spearman's correlation test was done to examine the aspects of homework supervision and its influence on academic achievement.

2.4.2 Communicating expectations and target setting

Communication of expectations is a two-way communication that involves the school administration and teachers conveying their expectations to the parents and vice-versa. Target setting also involves both parties agreeing on a certain parameter and achievement to be met within a specified period. This can be termly or annually. Expression of expectations helps each party to systematically get involved and collaborate so as to meet the set target of the school.

In this study the aspects of communicating expectations and target setting will include termly reports to the parents through report cards, attendance of AGM meetings where school strategic plan is shared and collectively setting termly or annual academic targets.

The aspects of parental involvement were operationalized by examining the extent to which parents and teachers utilize them and their influence on the academic achievement of the student. A questionnaire was used to determine which aspects were mostly used. This was done using a Likert scale. A correlation test was done to assess the strength of the relationship between the aspects of communicating expectations and target setting and students' academic achievement.

2.4.3 Participation in school activities

This refers to the engagement by the parent to the activities taking place in the school with an intention to improve the academic achievement of the learner. The school activities may include parent conferences, AGM, PA meetings, parent seminars, academic clinics, volunteering in school projects, etc. In this study, the aspects of parental participation in school

activities that was operationalized included; checking in to discuss students' discipline issues, volunteering in the school projects, financially supporting education activities in the school and having and implementing school policy on parental involvement.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research design, target population, sampling design, methods of data collection, data analysis methods, and ethical considerations applied in the study.

3.2 Research design

Research design details the schedule and or plan on how the researcher went about answering the research questions (Creswell, 2016). The study adopted a sequential mixed-method design. This method involves use of both quantitative and qualitative data to answer the research questions. Quantitative data was first collected through questionnaires then qualitative data through interviews. The choice of mixed-method design was based on the complementary and compensatory features of qualitative and quantitative data in answering the research questions. Quantitative research is a process of collecting and analysing through gathering of numerical data. It is concerned with deductive approach (Creswell, 2016). This method was critical as it helped in collection of data that is relevant in explaining the variables thus allowing for the making of further conclusion and recommendations. Thus, quantitative design helped to generate important data on the relationship between the independent and dependent variables. The study utilized correlation analysis to answer the research questions.

3.3 Target population

The target population refers to the total number of respondents in the study. It may also refer to the subjects that the study or findings were generalized (Barnes, 2019). The target population comprised 15 randomly sampled schools, that is, 50% of public mixed day secondary schools in the sub-county, 30% of Form three parents in each school were randomly sampled, 4 class teachers from the 15 randomly sampled schools and 30% of Form Three students were also randomly sampled to avoid bias. Fifteen school principals from the sampled schools were interviewed. The respondent teachers were Form one, two, three and four class teachers.

3.4 Sampling procedure

Sampling refers to a process in which a segment of a population is intentionally selected to enhance research work; sampling helps save on time and enhance time management (Calvert, 2013).

An effective and good sample covers 10-30% of the population (Kothari C. R., 2019). According to the Yatta sub-county Annual Education Report (2019), the sub-county has 54 public secondary schools and 29 public mixed day secondary schools which is the focus of this study.

The study covered 50% of the public mixed day secondary schools (15 schools) which were randomly sampled, 15 principals from the 15 randomly selected schools, 30% of Form Three students from each of the 15 randomly selected school and 30% of form three parents were also randomly sampled. Four class teachers from each Form, from selected schools, were randomly sampled. The study primarily adopted a non-probabilistic design where the respondents were randomly selected to ensure there was no biasness.

3.5 Data collection methods and instrument

This study utilized primary data collection tools which include the use of questionnaires and interviews to collect data from the target population. The school principals were interviewed while the rest of the respondents were given questionnaires to fill in. This implies that questionnaire was the main data collection tool in this study. The student's academic achievement was measured by the Form three class mean-score for the third term of the 2021 academic year.

3.5.1 Questionnaire for parents, teachers and students

A questionnaire is a set of questions that are designed to assist collect data on a particular area of interest. The use of questionnaires enables a researcher to reach a large number of people; hence, it is economical (Brent, 2018). The questionnaire was structured based on the objectives of the study. This helped in ensuring that all main components of the study were included in the questionnaire. There were three different questionnaires specifically structured to collect information from parents, teachers and students. The questionnaires had both nominal and ordinal scales (Likert scale).

The questionnaire was divided into three sections. Section A collected the background information of the respondents such as gender, age, and the highest level of education. Section B had four subsections, the first three on independent variables, namely, homework supervision, communication of expectations and target setting and participation in school activities. The fourth section was on the dependent variable which was students' academic achievement. In section one, the first sub-section answered questions on the microenvironment, while the second and third answered on Meso-system and the extent to which these systems

influence students' academic achievement. The questionnaire had close-ended questions to enhance the effective analysis of the data. A test of correlation was done to examine each objective, that is; Supervision of homework, communication of expectations and target setting and participation in school activities.

3.5.2 Interview for school principals

The study adopted interviews for the school principals as one of the primary data collection methods. This method facilitated more understanding of the principal's opinions, feelings, or attitudes towards the subject of study. Interviews provided a deeper understanding of the area of study.

3.6 Validity

Validity refers to the degree to which an instrument measures what it ought to measure. It is, therefore, the extent to which an instrument asks questions that enhance accuracy (Paton, 2019). In this study, content and construct types of validity were examined. Content validity refers to the degree to which an assessment instrument is relevant to and representative of the targeted construct it is designed to measure. Construct validity is the extent to which the measurements used, actually test the hypothesis or the theory they are meant to measure.

3.7 Reliability

A pilot study was done to ensure that the questionnaire and the interview schedules were valid. A pilot study helps in making the necessary correction regarding the research instruments, ensuring that the questionnaire contains the necessary content and accurately measure the constructs of the study (Brackett et al, 2019). A few questionnaires were distributed to selected respondents in the selected schools and analyzed the responses to establishes whether the questionnaire is valid. This study was also informed by the opinions of experts in the area of study. The necessary modification and revision of the study instrument were done to enhance validity.

Reliability of the research instruments is the degree to which a research instrument gives consistent data or results after a series of trials (Fourie, 2016). This study utilized the test reliability, which is, managing the same test twice over a period of time it can be weeks or months. The researcher administered the same questionnaires to the respondents over a specific time span, then Cronbach alpha was used to determine reliability. A score of 0.9 was obtained. According to (Fourie, 2016) a score of 0.8 and above is acceptable to consider the instrument as reliable.

3.8 Data analysis and presentation

The quantitative data was sorted and coded using *Statistical Package for Social Sciences* (SPSS) version 28. The data was cleaned and both descriptive and inferential statistics were carried out. Descriptive statistics in form of frequency tables were generated using SPSS to profile the respondent characteristics. The questionnaire captured ordinal scales of measurement (Likert scale). A Spearman rank correlation analysis was done to help identify both the direction and strength of the relationship between the variables. A non-parametric test of relationships was carried out under inferential statistics. This test was used because the data collected was ordinal (Cavallo, Dolakia, Havlena, Ocheltree, & Podlaseck, 2019). The association between the independent variables, namely, homework supervision, communication of expectation and target setting and participation in school activities was established as indicated in the log frame, (Appendix VII).

The school principals were interviewed per the interview guide as indicated in appendix 4. Their responses were recorded and transcribed then later analyzed using thematic analysis. This is a process of identifying themes in qualitative data (Jay et al, 2018). It was done to check the main themes on homework supervision, communication of expectation and target setting, and participation in school activities, together with sub-themes which were the aspects of these variables. Examples include the school policy on parental involvement, and participation in BOM and PA meetings.

3.9 Ethical considerations

The confidentiality and anonymity of the respondents were maintained in the study. The respondents were advised not to write names in the questionnaire. Participants in this study were to do so voluntarily, and were free to withdraw participation anytime without giving any reason. Respondents were thus not forced or coerced in any way to engage in the research. Participation was voluntary since the respondents were allowed to answer or refuse to answer some questions. All works cited in this study are referenced to give credit to the authors. A consent form was also provided to the respondents before collecting data. The school principals signed the consent forms for the students who were presumed to be minors based on their age. The researcher also obtained approval from the Ethics Review Board at Strathmore University before undertaking the study (Appendix IX). A research license from the National Commission for Science Technology and Innovation (NACOSTI) was obtained before collecting data from the various schools (Appendix X).

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

4.1 Introduction

This chapter presents the outcome on the influence of parental involvement on academic achievement. One area of focus was on the response rate and demographic data collected. The findings on the influence of parental involvement in homework supervision on students' academic achievement was also focused on. Another of the foci was the influence of parental involvement in communicating expectations and target setting on students' academic achievement, together with the influence of parents' participation in school activities on students' academic achievement.

4.2 Rate of response

Questionnaires were issued to parents, teachers and students. The response rate was 73.0% for parents, teachers clocked 88.1%, and that for students was 74.8% as shown in Table 4.1. The entire response rate was adequate. (Mugenda, 2003) asserts that any response between 50% and 60% is adequate. That between 60% and 70% is good, and anything above 70% is very good for analysis and reporting of research data and outcome. The response rate for the study was thus very good according to (Mugenda, 2003). Table 4.1 shows the response rate of this study.

Table 4.1 Rate of response

Respondents	Questionnaires distributed	Questionnaires returned	Response rate
Parents	238	178	74.8%
Teachers	126	111	88.1%
Students	174	127	73.0%
Total	538	416	77.3%

4.3 Demographic information of the respondents

Age, gender and level of education for parents and teachers were sought in the study. Students' age and level of education was assumed to have no significant difference. The demographic information collected from students was gender. The purpose of collecting this information

was to inform on the characteristics of parents and teachers concerning parental involvement and academic achievement.

4.3.1 Distribution of respondents by gender

The respondents were required to indicate gender in the questionnaires. The intention of collecting this data was to determine the response patterns in regards to gender and the influence of gender on parental involvement. Since the study was done in mixed gender schools, it was ideal to collect data from both to eliminate gender bias.

Table 4.2 Distribution of respondents by gender

Respondent	Male	Percent	Female	Percent	Cumulative
Parents	52	40.9	75	59.1	127
Teachers	47	42.3	64	57.7	111
Students	62	34.8	116	65.2	178
Total	161	38.7	255	61.3	416

As indicated in Table 4.2, out of the 127 parents, 40.9% were male while 59.1% were female. 42.3% of teachers were male, while 57.7% were female. Among the students, 34.8% were male while 65.2% were female. This can be attributed to a larger population of girls than boys in the schools where data was collected. Generally, male respondents constituted 38.7% while female counterparts constituted 61.3%. The total number of respondents was 416. In addition to this, there were 15 school principals from the sampled schools who were interviewed: nine male and six female. The difference between the male and female respondents was not wide hence there was no gender-based bias.

4.3.2 Distribution of respondents in regards to age.

The study sought to establish ages of parents and teachers, and responses on influence of parental involvement on academic achievement. Table 4.3 shows the distribution in regards to age.

Table 4.3 Distribution of respondents in regards to age

Range of years	Frequency	Parents	Percent	Teachers	Percent
20-29	7	0	0.0	7	6.3
30-39	85	47	37.0	38	34.2
40-49	66	31	24.4	35	31.5
50-and above	32	49	38.6	31	27.9
Total	238	127	100.0	111	100.0

In the age-category of 20 to 29 years, there were no parents. This is because parents with students in form three are above this age bracket. Between age 30 and 39 years, parents constituted 37%, while between age 40 and 49%, they constituted 24.4%. All parents were above 30 years of age. This implies that they have adequate experience in parenting.

Between age 20-29 years, teachers constituted 6.3%; these were newly recruited teachers. Between age 30 and 39 years, teachers constituted 34.2% while between age 40 and 49, they constituted 31.5%. Generally, the majority of respondents were above the age of 40 years. This implies that they have a good experience on parental involvement, and their responses are either informed by their own experience or of other people.

4.3.3 Distribution of respondents by academic qualification

This study intended to establish academic qualifications of parents and teachers and opinion on influence of parental involvement on academic achievement.

Table 4.4 Distribution of respondents in regards to academic qualification

	Frequency	Parents	Percent	Teachers	Percent
Certificate	40	40	41.2	0	0.0
Diploma	88	45	46.4	43	38.7
Bachelor	64	8	8.3	56	50.1
Masters	13	3	3.1	10	9.0
PhD	3	1	1.0	2	1.8
Total	208	97	100.0	111	100.0

From Table 4.4, 41.2% of the parents had a certificate in different professional fields, 46.4% held a diploma, 8.3% had a Bachelor's degree, 3.1% had a Master's degree, while 1.0% had a Doctorate degree. The parents' level of academic qualification is an indication that parents understand the importance and benefits of education which can influence their level of involvement. They are also likely to have a sound experience which they acquired from their schooling and from their current experience as parents. This also implies parents can identify learning difficulties of children or assist in doing homework.

38% and 50.1% of teachers had a diploma and bachelor's degree respectively, while 1.8% had a doctorate degree. The academic level of teachers indicates that they are able to identify and influence various forms of parental involvement. Among the fifteen school principals interviewed, eleven of them had a master's degree while 4 had bachelor's degree. This implies they are most likely well-informed of the influence of parental involvement on academic achievement.

4.4 Influence of P.I in the supervision of homework on students' academic achievement

The first objective of the study was to assess parental involvement in homework supervision and its influence on academic achievement. The constructs of homework supervision included; checking homework, providing materials needed for taking the homework, physically supervising homework taking, identification of students' learning difficulties and provision of a serene learning environment at home. To have a deeper understanding of this, descriptive and inferential statistics were done on the responses of the participants. First, a test of correlation was done among the constructs of supervision of homework, Table 4.8, then finally a test of correlation between overall supervision of homework and academic achievement, Table 4.9.

Table 4.5 Parents' response on supervision of homework.

Statement	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)
Homework is given at school.	8.4	14.0	17.6	54.3	31.7
I provide required materials for homework.	31.8	44.6	6.3	2.3	15.0
I physically supervise my child to do homework	12.6	64.7	4.0	11.1	7.6
I am capable of identifying my child's learning difficulties.	55.9	26.5	5.8	6.0	5.8
I provide time and a serene environment for doing the homework at home.	2.3	38.2	26.9	17.6	15.0

From descriptive analysis as captured in Table 4.5, 86% of parents agreed that students are given homework from school. This implies that parents are checking it. Homework checking is the precursor to provision of homework material, together with a serene environment for taking homework. A study by Ma, Shen, Krenn, Hu, & Yuan (2016) established that homework checking is one of the indicators that a parent is concerned about pedagogical practices in school. Parents could be using that homework checking as a parameter to judge the level of curriculum implementation in school. Themes from the school principals' interview pointed out a scenario where teachers give home work but do not check whether the homework is done or not. One of the principals stated; *"Teachers are professionally trained, and giving homework is part of training which majority do. However, some teachers will give homework but they will never check it."* Another respondent stated that *"Teachers give homework, but only few mark the homework."*

This implies that parental involvement through supervision of homework is influencing academic achievement. However, there is need for a clear school policy on homework to make it effective and meaningful both to the student and the teacher.

Table 4.5 shows that although many parents were checking whether students are given homework or not, the study established that 76.4% of parents did not provide materials needed

for taking homework such as exercise books, pens and geometrical sets. In the interview, many principals stated that parents are not providing adequate homework materials, and that student's find it hard to do the homework. *"Many Parents still believe that their role is only taking the student to school and the rest is about the teachers and the government; especially after the introduction of free education for day scholar."* Another respondent pointed out that; *"parents are becoming irresponsible nowadays. Some of them are not only failing to buy homework materials, but also uniform for their children."* This implies that some parents are less involved in terms of providing homework materials and this could be negatively affecting the academic performance of the child. The parents could be assuming that students are provided with homework materials from school which may not be the case hence negatively affecting academic achievement. A study by Tus (2021) established that students who are provided with facilities for private reading at home perform better than those who are not so provided. They further state that a conducive learning environment at home and a positive attitude from parents has a significant correlation with a high level of academic achievements.

Additionally, the study established that many parents did not physically supervise students' to take homework. Only 18.7% of the parents agreed that they were physically supervising students to do the homework. The parents could be occupied with other household chores and have no time for physically supervising their children to do homework. The parents could also be assuming that students' have instructions from teachers and can undertake the homework without being assisted or supervised. Tus (2021) asserts that students whose parents check and supervise homework tend to have better academic scores. The majority of the parents who responded have at least a certificate as their lowest level of education. This means they understand the importance of homework and probably they can facilitate their children to do it.

As indicated in Table 4.5, 82.4% of parents disagreed that they have ability to identify student's learning difficulties. All parents had at least a certificate as their minimum academic qualification thus expected to have the ability to identify learning difficulties. This implies that the parents are not physically supervising the homework doing as they are engaged with household chores hence unable identify the learning difficulties.

40.5% of the parents disagreed that they provided a serene environment for doing the homework. Only 15% of them strongly agreed that they provided that serene environment. This implies that many students may be discouraged from taking homework due to the unfriendly

environment they have at home. Parents should provide conducive environment where students are expected to take their homework. A serene environment is characterized by being well-ventilated, free from noise, well-lit and clean (Sebastian, Moon, & Cunningham, 2017). A conducive learning environment at home and a positive attitude from the parents has a significant correlation with a high level of academic achievements (Tus, 2021).

Table 4.6 Teachers' response on supervision of homework.

Statement	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)
I give students homework	0.0	1.1	3.9	78.2	17.3
Parents provide required materials for homework.	20.8	48.1	7.8	12.3	11.0
Parents physically supervise student(s) to do the homework.	9.5	57.6	23.1	4.2	5.6
Parents have ability to identify student's learning difficulties.	21.4	48.4	17.4	8.8	4.0
Parents provide a serene environment for doing homework.	14.4	43.2	26.3	8.2	7.9

Concerning giving homework, 95.5% of teachers agreed that they give students homework Table 4.6. This implies that, majority of the teachers understand the importance of homework and are embracing it. However, 68.9% of teachers disagreed that parents provide the required materials for homework doing. The teachers are not providing homework materials because they expect the parents to provide these materials and the parents could be expecting the school to provide the materials. There should be a clear communication between parents and teachers on what is expected from each of side.

From table 4.6, 67.1% of teachers disagreed that parents physically supervise homework doing. Although 86.0% of parents (from Table 4.5), agreed that they are checking whether students are given homework they are not physically supervising the doing of homework. This implies that they assume the children are aware of what is expected of them and don't need any supervision. However, parents should be physically present to identify the learning difficulties among the learner and assist where necessary.

Collectively, 69.4% of teachers disagreed that parents are able to identify their children's learning difficulties (Table 4.6). This is notwithstanding that all parents had at least a certificate as their lowest academic qualification. This implies that some parents may be having certificates in technical courses and may not be conversant with the current pedagogical content.

Concerning provision of a serene environment, 57.6% of teacher disagreed that parents are providing a serene environment for doing homework Table 4.6. This means that students do not have a friendly learning environment at home and this could be discouraging them from homework doing. A serene environment is characterized by well ventilated, free from noise, well lit and a clean room (Sebastian, Moon, & Cunningham, 2017). A conducive learning environment at home and a positive attitude from the parents has a significant correlation with a high level of academic achievements (Tus, 2021)

Table 4.7 students' response on Supervision of homework

Statement	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)
I am usually given homework from school.	1.4	1.6	3.2	74.3	19.5
My parents provide required materials for homework takes.	15.6	47.5	31.5	3.9	1.5
My Parents physically supervise me to do the given homework.	7.6	53.1	26.7	5.7	6.9
My parents provide a serene environment for doing homework.	13.4	43.6	13.3	19.7	10.0

As indicated in Table 4.7, 74.3% of students agreed that they are given homework from school. This response concurs with the parents and teachers response asserting that the student is usually given homework. This implies that many teachers understand the importance of homework and that is why they are embracing it. It also confirms that parents are involved through homework checking since they are able to know whether it was given or not.

47.5% of students disagree that they are provided with necessary materials for doing homework. Similarly, parents and teachers pointed out that students did not have adequate materials for homework taking. This implies that parents may not be aware of what is expected of them to facilitate homework. Schools should have a policy that sensitize parents on what is expected of them to facilitate learning and homework doing. A study by (Lasky et al., 2021) established that students who are provided with facilities for private reading at home academically perform better than those who are not provided. Students who reported to be doing homework performed relatively better in the overall mean score for term three 2021 examinations.

53.1% of students disagreed that parents physically supervise them doing homework. This means students are on their own when taking the homework, and parents may not identify learning difficulties despite 38% of them reporting to have at least a certificate as their minimum academic level. The parents are pre-occupied with household chores and are thus unable to physically supervise students' homework taking. Failure to physically supervise homework could imply that parents are not able to identify learning difficulties and this could be contributing to low academic achievement.

As indicated in Table 4.7, 43.6% of students disagreed that they have a serene environment for homework at home. A serene environment is characterized by well ventilated, free from noise, well lit and a clean room (Saracosti, et al., 2019) A conducive learning environment at home and a positive attitude from the parents has a significant correlation with a high level of academic achievements (Tus, 2021). This implies that many students find the environment at home unfriendly for homework doing hence become demotivated to take the homework. A conducive learning environment at home and a positive attitude from the parents has a significant correlation with a high level of academic achievements (Schueler, McIntyre, & Gehlbach, 2017).

Table 4.8 Homework supervision construct correlations

			Checking homework	Providing serene environment
Spearman's rho	Checking homework	Correlation Coefficient	1.000	.445*
		Sig. (2-tailed)	.	.006
		N	15	15
	Providing serene environment	Correlation Coefficient	.445*	1.000
		Sig. (2-tailed)	.006	.
		N	15	15

A test of association was done among the constructs of homework supervision, namely: checking homework, provision of materials required for homework taking, physically supervising homework taking, identification of learning difficulties and provision of a serene environment for homework taking.

As shown in Table 4.7, inferential testing indicated a significant relationship between checking of home and provision of a serene environment for homework taking. A positive correlation of +0.445, which was significant at 0.006 between checking homework and providing a serene environment for doing homework, was observed. This implies that many students may be discouraged from taking homework due to unfriendly environment at home. Parents should provide conducive environment where students are expected to take homework.

As shown in Table 4.8, the correlation test of variables homework supervision and academic achievement indicated a positive correlation coefficient of +0.196 which was significant at a value of 0.004 between This implies that increased participation through checking of homework and provision of a serene environment for homework leads to increased academic performance. Teachers should be encouraged to give homework to students and parents to check and provide a serene environment for homework taking to enhance the academic achievement of students.

Table 4.9 Correlations of homework supervision and academic achievement

			Academic achievement	Homework supervision
Spearman's Rho	Academic achievement	Correlation Coefficient	1.000	.196*
		Sig. (2-tailed)	.	.004
		N	15	15
	Homework supervision	Correlation Coefficient	.196*	1.000
		Sig. (2-tailed)	.004	.
		N	15	15

*. Correlation is significant at the 0.05 level (2-tailed).

In the interview, the principals were asked whether teachers are giving homework. A majority of the principals felt that teachers should give homework. They agreed that teachers are giving homework to students but some are not checking whether students are doing the homework or not. One of the principals stated; *“Teachers are professionally trained and giving homework is part of their training, however, some teachers will give homework but they will never check it.”* This implies that there is a need for a clear school policy on homework to make it effective and meaningful.

The constructs of first independent variable influencing academic achievement are; checking homework, providing materials for homework taking and providing a serene environment for homework taking. Schools with a high level of these forms of parental involvement registered a relatively higher mean-score for the term three exams of 2021, compared to those with low level of involvement.

4.5 Influence of parental involvement in communicating expectations on students' academic achievement

The second research objective sought to determine parental involvement in regards to termly reports to the parents through report cards, sharing of school strategic plan during the AGM, and termly or annual academic targets. A descriptive test was done and the results are as shown in Table 4.10. Additionally, a test of associations was done on these constructs and the results were as shown in Table 4.13. The constructs that registered a significant correlation coefficient

were; setting academic target and attending AGM where school strategic plan is discussed Table 4.13. Finally a correlation test between the overall involvement in communication of expectations and target setting and academic achievement was done and the results are indicated in Table 4.14.

Table 4.10 Parents’ response on Communication of expectations

Statement	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)
I receive termly academic reports through report cards.	1.0	17.2	3.5	21.4	56.9
I attend AGM where the school strategic plan is shared and discussed.	11.2	8.1	5.1	53.6	22.0
I collectively set termly and annual academic targets with my child and a teacher.	33.1	47.4	7.8	6.3	5.4

As shown in table 4.10, 56.9 % of parents, agree that they receive students’ termly academic reports from schools. This implies that schools are communicating students’ academic progress on termly basis. This helps both the learner and the parent to identify areas of weakness early enough and put up corrective measures.

School principals stated that they give end of term tests and give report cards to the students to take to parent. *“We do exams every term and give students report form to take to parents.”* Others reported that they use both report cards and SMS to send results to parents. *“We have examination software that sends student academic results to parents every time we do a test.”* This implies that parents are getting reports on students’ academic progress at least every term. This communication between home and school may have a positive effect on students’ academic achievement.

53.6% of parents agreed that they attend Annual General Meetings where schools share and discuss their strategic plan (Table 4.10). This implies that schools are communicating to parents their strategic plans. The parents are therefore aware of the school strategic plan and probably support its implementation. A school strategic plan is a long-term plan that needs to implement

through short-term goals. The setting of termly and annual academic targets is, therefore, a step towards the realization of the long-term goal. School principals should create forums for sensitizing both parents and teachers on target setting and enhance communication of the school strategic plan to the parents. This can be done during the school academic clinics where parents, teachers and students meet. Termly academic achievement will help monitor whether the learner is making progress and take the appropriate intervention measures in good time. These interventions will be contributing to the realization of the school strategic plan. Parents' perception about the school strategic plan determines their involvement in the implementation of the plan (Puccon et al, 2022).

80.5% of parents disagreed that they are collectively setting academic target with the child and a teacher (Table 4.10). This implies that parents, teachers and students are not collectively setting academic targets, and this could be negatively impacting on the students' academic achievement. Target setting acts as a compass to guide students in studies. It acts as a motivation for the learner to achieve the set target (Harris & Robinson, 2016). Schools can organize forums for sensitizing both parents and teachers on target setting.

School principals stated that schools have a termly academic clinic where parents, teachers and students discuss academic results put some intervention measures and set targets. *"We have an academic clinic where we discuss the child's performance in presence of the parent"*, said one of the principal.

There was a general agreement that teachers and students are setting termly and annual academic targets. However, the majority stated that parents are not fully involved in setting these targets. Some of the school principals stated that *"subject teachers set their targets with students, then, from subject mean-scores we set class targets which determine school target mean-score"*. This implies that parents are not fully involved in setting academic targets both for students and school and they may not adequately participate in programs geared towards improving academic achievement of students.

Academic target setting in both primary and secondary schools should be a collective activity of the child, parent and the teacher (McNeal Jr, 2014). Instead of sending students home with a failing grade slip, a teacher can, according to Robinson & Harris (2016), call the parents and create an improvement plan together and set academic target for the and with the students. Schools should create forums where students, parents and teachers have an opportunity to

identify the learners' ability and set realistic, time-bound and achievable academic targets. Low percentage of involvement in target setting can be attributed to the lack of a school policy on parental involvement. School principals admitted that schools did not have a school policy on parental involvement. The few who reported to have it confessed that the policy was not documented and was not fully being implemented. Lack of a policy on parental involvement may have a negative effect on the students' academic achievement.

Table 4.11 Teachers' response on communication of expectations

Statement	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)
I sent termly academic report to parents.	4.6	5.8	0.0	22.1	67.5
Parents attend AGM where school strategic plan is shared.	23.3	36.1	11.0	28.4	1.2
We collectively set my students' academic target with the parent(s) and the student(s).	42.9	42.6	4.2	5.2	5.1

89.6% of teachers agreed that they give students report cards at the end of every term Table 4.11. This implies that teachers are communicating their students' academic performance to the parents through termly academic reports. This helps the student, teachers and the parent to identify areas of weakness early enough and put up corrective measures. 59.4% of teachers agreed that parents are attending AGM where the school strategic plan is shared and discussed Table 4.11.

From the interview, School principals stated that they hold AGMs and share with the plans for the school and the expectations of the school to the parents. *"It is a requirement by the ministry of education for me to hold AGM, so I have to."* one of the principals stated.

This means that parents are attending AGMs where they get the opportunity to discuss the general academic performance of the school and set school targets though, it's not obvious they will do so. During the school AGM, parents should be informed of the general academic performance of the school and contribute in to putting up intervention measures to bridge the academic achievement gap in real-time (Harris & Robinson, 2016).

85.5% of teachers agreed that they are collectively discussing academic results and setting academic targets with the student and a parent Table 4.11. This implies that teachers and students are involved in target-setting although parents are not adequately doing so. According to McNeal Jr (2014), academic target-setting in secondary schools should be a collective activity of student, parent and the teacher. According to Robinson & Harris (2016), instead of sending students home with a failing grade slip, a teacher can call the parents and create an improvement plan together.

86.3% of students agreed that they were given termly academic reports from school (Table 4.12). This implies that students are able to know their academic progress at the end of the term which is necessary for decision making and target setting. These reports inform and guide not only the student but also the parent, teachers and the school on decision making e.g. putting up intervention measures for continuously dropping students mean score.

55.7% of the students agreed that they were collectively setting academic target together with their parents and teachers. However, school principals admitted that it was not adequate and more follow up on students' academic progress was necessary after setting the target. According to Robinson & Harris (2016), instead of sending students home with a failing grade slip, a teacher can call the parents and create an improvement plan together and set the academic target for the and with the students.

Table 4.12 students' response on Communication of expectations

Statement	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)
I receive termly academic reports through report cards.	1.5	9.9	2.3	27.9	58.4
I set termly and annual academic targets with my parents/guardians and teachers.	21.5	34.2	6.6	25.9	11.8
Every term I discuss my academic progress with a teacher and parent/guardian	4.4	9.4	1.3	52.1	32.8

Additionally 52.1% of students agreed that every term they have a meeting with parents and a teacher to discuss the general academic progress (Table 4.12)

A test of association among the three constructs of the second variable was done. Two constructs (setting termly and annual academic targets and attending AGM where school strategic plan is shared and discussed) had a significant correlation. There was a positive correlation coefficient of +0.299 which was significant at 0.027 between termly and annual academic targets and attendance of AGM where school strategic plan is discussed. This implies that parents who attend to school AGM are more likely the ones who attend academic clinics to set academic target. Their involvement is relatively higher and is influencing academic achievement of their students.

Table 4.13 Correlations on Setting Termly and annual academic target and Attending School AGM and discussing strategic plan

			Setting termly and annual targets	Attending School AGM and discussing strategic plan
Spearman's	Setting termly and annual academic target	Correlation Coefficient	1.000	.299*
		Sig. (2-tailed)	.	.027
		N	15	15
Rho	Attending School AGM and discussing strategic plan	Correlation Coefficient	.299*	1.000
		Sig. (2-tailed)	.027	.
		N	15	15

*. Correlation is significant at the 0.05 level (2-tailed).

To draw a conclusion on the influence of parental involvement in communicating expectations and target setting on the students' academic achievement, a correlation test was done between the independent variable (communication of expectation) and the dependent variable academic achievement. As indicated in Table 4.14, there was a positive correlation of 0.145 which was significant at 0.016 between communication of expectation and academic achievement. This implies that the independent variable communication of expectation is positively influencing students' academic achievement. The study established that schools with higher level of this form of involvement had a higher mean-score. From the interviews, there was a general

agreement that teachers and students are setting termly and annual academic targets. However, the majority stated that parents are not fully involved in setting these targets. One of the principals stated that “*subject teachers set targets with students, from the subject mean scores we set class targets which determine the school target mean score.*” This implies that parents are not fully involved in setting academic targets for students/school. This is negatively affecting students’ academic achievement since it was observed that schools with higher level of parental involvement through communication of expectations had a relatively higher mean score for the third term of the 2021 academic year.

Table 4.14 Communication of expectations and academic achievement

			Academic Achievement	Communication of expectations and target setting
Spearman's Rho	Academic achievement	Correlation Coefficient	1.000	.145*
		Sig. (2-tailed)	.	.016
		N	15	15
	Communication of expectations	Correlation Coefficient	.145*	1.000
		Sig. (2-tailed)	.016	.
		N	15	15

*. Correlation is significant at the 0.05 level (2-tailed).

4.6 Influence of parents' participation in school activities on the students' academic performance

The third objective of this study was to assess influence of parental participation in regards to; checking in school to discuss students' discipline issues, presence of school policy on parental involvement, volunteering in school projects and financing academic activities.

As shown in Table 4.15, 47.6% of parents disagreed that they were going to school to discuss students’ discipline issues .This implies that many parents are not making follow up on student's discipline issues in school. This could be negatively impact the students' academic achievement since the parent will not be aware of discipline issues affecting the student academically. As advanced in the *Presidential Report on Guidelines for Parental*

Empowerment and Engagement by the Government of Kenya (2019), character formation is a collective responsibility for parents and teachers and one way in which parents can be involved is through making a follow-up on the learners' discipline in school and take a corrective measure where necessary. This will improve academic achievement of the students (Schueler, McIntyre, & Gehlbach, 2017). Parents' follow-up on the student's behavior that can deter the child from engaging in delinquency activities that may eventually affect academic achievement. Schools should establish strategies for regularly engaging with parents on matters of discipline. A school policy can enhance involvement and participation in school activities. Parents are not concerned about the discipline of their children at school according to principals. *We have a serious challenge when dealing with delinquency cases. We invite parents for discussion on students' behaviour but they don't turn up.* One of the principals stated. This implies that schools need to develop a policy on how to engage the parents to deal with students discipline issues.

57.6% of parents disagreed that the school has parent involvement policy. This could be negatively influencing the academic achievement of learners as both the school administrators and parents are not aware of what is expected of them. Schools should have a policy on parent involvement and engagement as a guide to parents, teachers and students in engaging in school activities. Volunteering by the parents saves schools a lot of resources that can be channeled to enhance students' academic achievement. From interviews, many principals stated that there was no existence of a school policy in regards to parental involvement. A few stated that they had a policy that was not written and was rarely applied. The majority stated that they only involved parents through representative in PA and BOM meetings or during the AGM. One of the principals stated that *"we do not have a clear school policy but we engage the parents through AGM, PA, and BOM meetings."* Schools should develop and implement school policies on involving parents and ensure the environment in the school is inviting to parents through community outreach programs and general cordial relations with stakeholders.

Table 4.15 show that 62.7% of parents disagreed that they volunteer for school projects. This implies parents are either not aware of the projects the schools are undertaking or there is no clear guideline on how they should be involvement.

72.4% of parents agreed that they are financing the academic programs of the school. The academic programs include academic trips, academic award and rewards system among other programs approved by the various stakeholders. Responding to this, principals expressed some

level of satisfaction that despite the economic hardship in the region, parents are paying fees for lunch program and other programs not sponsored by the government. In schools where parents were not financing academic programs, their mean score was relatively lower implying that this form of involvement influenced academic achievement.

Table 4.15 Parents' response on participating in school activities

Statement	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)
I check on my Childs' discipline issues at school.	31.3	16.3	16.8	21.8	13.8
My child's school has a policy on parental involvement.	32.8	24.8	8.7	22.6	11.1
I volunteer for school projects e.g. leveling playground.	23.1	39.6	15.7	13.3	8.3
I financially support the educational activities of the school.	3.0	10.2	14.4	38.2	34.2

53.9% of teachers disagreed that the parents are coming to school to check on students' discipline. This means that parents are not making close follow up on students discipline issues at school. Character formation is a collective responsibility for parents and teachers. Parents should visit their schools and enquire about the discipline of their children (Schueler, McIntyre, & Gehlbach, 2017).

76.3% of teachers disagree that school has a policy on parental involvement (Table 4.16). The same opinion was expressed by parents and students. Parental involvement policy explains how the school supports the important role of parents in their children's education. It also helps develop a positive school culture (Jeynes, 2016). Lack of a school policy on parental involvement could negatively influence academic achievement of learners.

As indicated in Table 4.16, 55.8% of teachers disagreed that parents are volunteering in school projects. The school principals stated that parents are not aware of the ways they can volunteer in school projects. A school policy on parental involvement could help in making parents aware of how to participate in school activities. According to Jeynes (2016), volunteer activities

include mentoring or tutoring students, providing labour, helping children with special needs etc.

62.4% of teachers agreed that parents are financing school academic programs that are not sponsored by the government. Financing of academic programs facilitates remedial studies that may eventually contribute to the students' academic achievement. Some of the ways of financing school academic programs include personal savings, support from family, grants, and scholarships (Ross, 2016).

Table 4.16 teachers' response in participating in school activities

Statement	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)
Parents check on their children's discipline issues in school.	27.4	26.5	10.5	24.8	10.8
The school has a parent involvement policy	43.9	32.4	9.7	11.9	2.1
Parents volunteer in school projects.	21.6	34.2	8.3	12.8	23.1
Parents are financially supporting education activities in the school.	18.8	16.8	2.0	32.9	29.5

45.9 % of students agreed that their parents are coming to school to check on their discipline issues (Table 4.17). This means that many parents are making a close follow up for their children's conduct in school which helps in addressing issues of indiscipline. According to Gregory et al 2016, self-discipline relates positively with, and predicts students' academic achievement.

As indicated in Table 4.17, 59.3% of students disagreed that their school has a parental involvement policy. Parents and teachers also shared the same opinion. This means many schools do not have a policy on parental involvement and engagement. Parental involvement policy helps in enhancing communication between parents and the school and implementation of academic programs and developing a positive school culture (Jeynes, 2016).

56.0% of students disagreed that parents volunteer for school projects. Parents and teachers also shared the same opinion. This implies that parents do not volunteer for school projects such construction work, clearing of fields, mentoring and tutoring students etc. The lack of a school policy could be contributing to this phenomenon since parents may not know what is expected of them.

81.5% of students agreed that their parents are financially supporting school academic programs. Parents' financial support helps the school to meet academic program expenses, thus enhancing students' academic achievement. This implies that parents are involved in financing school academic activities such as academic tours and remedial studies, procurement of revision books, symposia, subject contests among other activities and programs. This helps subsidize what the government is contributing to the school finances.

Table 4.17 students' response on participating in school activities

Statement	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)
My parents/guardians come to school to discuss discipline-related issues.	20.3	25.4	18.4	18.2	17.7
My school has a policy on parental involvement.	35.5	23.8	11.3	13.2	16.2
My parent/guardian volunteer in school projects.	25.3	30.7	12.4	19.0	12.6
My parents/guardians finance school academic activities.	10.1	7.5	0.9	44.7	36.8

A correlation test among the four constructs of the third variable (participating in school activities) of the study was done. Three constructs indicated a positive correlation, these were checking in school to discuss the learners discipline, financing school academic programs and the presence of a school policy on parental involvement.

From the interviews, school principals were asked whether they have a school policy on parental involvement in respective schools. School principals stated that there was no existence of a school policy in regards to parental involvement. A few stated that they had a policy that

was not written and was rarely applied. The majority stated that they only involved parents through their representative in PA and BOM meetings or during the AGM. One of the principals stated that *“we do not have a clear school policy but we engage the parents through AGM, PA, and BOM meetings.”* Another one stated *“we have no policy on parent involvement but we engage the parents since they know their roles as parents.”* This means some principals are making assumption that parents know how they should get involved in school while on the other hand there are parents who believe their responsibility is only to pay school fees and leave the rest to the teachers. Schools should develop and implement school policies on involving parents and ensure the environment in the school is inviting to parents through community outreach programs and general cordial relations with stakeholders.

4.6.1 Financing school academic programs

There was a positive correlation coefficient of +0.515 which was significant at a value of 0.049 between discussing discipline issues and financing school academic programs (Table 4.17). This implies that parents who are checking on their learners' behavior in school tend to support school academic activities in terms of finance.

A correlation test among the four constructs of the third variable (participating in school activities) of the study was done. Two constructs indicated a positive correlation; these were checking in school to discuss the learners discipline and financing school academic programs. There was a positive correlation coefficient of +0.515 which was significant at a value of 0.049 between discussing discipline issues and financing schools' academic programs. This means, parents who are checking on their learners' behavior in school tend to support the school academic activities in terms of finance. These two aspects of parental involvement are contributing to the academic achievement of the learners.



Table 4.18 Correlation test of the aspects of participation in school activities

			Discussing discipline issues	Presence of school PI policy	Financing school academic programs
Spearman's rho	Discussing discipline issues	Correlation Coefficient	1.000	.230	.515*
		Sig. (2-tailed)	.	.409	.049
		N	15	15	15
	Presence of school PI policy	Correlation Coefficient	.230	1.000	.605*
		Sig. (2-tailed)	.409	.	.017
		N	15	15	15
	Financing school academic programs	Correlation Coefficient	.515*	.605*	1.000
		Sig. (2-tailed)	.049	.017	.
		N	15	15	15

* *Correlation is significant at the 0.05 level (2-tailed).*

From Table 4.18, there was a positive correlation coefficient of +0.515 which was significant at a value of 0.049 between discussing discipline issues and financing schools' academic programs. This is an indication that parents who are checking on their learners' behavior in school tend to support the school academic activities in terms of finance.

There was a positive correlation coefficient of +0.605 which was significant at 0.017 between presences of school policy on parental involvement and financing of school activities (Table 4.18). This implies that schools with parental involvement policy have many parents financing the school academic programs. Parents could be more involved in financing of school programs due to the presence a school policy that explicitly explains what is expected of them.

4.7 Test of correlations among the three independent variables

As indicated in Table 4.19, there was a negative correlation coefficient of -0.632 which was significant at a value of 0.011 between homework supervision and participating in school activities. This means, parents who are not participating in school activities either through;

checking students' behavior in school, volunteer programs and financially supporting academic performance, are not involved in supervising homework. This could imply that some parents are not aware of what is expected in terms of checking homework, providing serene environment and materials for doing homework or identifying learning difficulties of the student which negatively affect students' academic achievement. This information can be made available if the school has parent involvement policy highlighting how parents can be involved in the institution. This may also imply that parents take homework supervision as enough participation and don't participate in school activities such as volunteering for school activities or going to school to check on the learners' discipline.

Table 4.19 Correlation test of homework supervision, communication of expectation, and participating in school activities

			Homework supervision sub total	Communication of expectations sub total	Participating in school activities sub total
Spearman's Rho	Homework supervision sub- total	Correlation Coefficient	1.000	.413	-.632*
		Sig. (2-tailed)	.	.126	.011
		N	15	15	15
	Participating in school activities sub- total	Correlation Coefficient	-.632*	-.148	1.000
		Sig. (2-tailed)	.011	.597	.
		N	15	15	15

* Correlation is significant at the 0.05 level (2-tailed).

4.8 Correlation test between total parental involvement and academic achievement

To draw a candid conclusion, the study summed up the total level of parental involvement and subjected it to a correlation test between total parental involvement and academic achievement. Total parental involvement was obtained by summing up homework supervision, communication of expectations and participation in school activities. Academic achievement was measured by Form Three class mean score for Term three of the 2021 academic year. The results of the test were as indicated in Table 4.20 and discussed thereof.

Table 4.20 Correlation between total parental involvement and academic achievement

			Total parental involvement	Academic performance
Spearman's Rho	Total parental involvement	Correlation Coefficient	1.000	.625*
		Sig. (2-tailed)	.	.013
		N	15	15
	Academic performance	Correlation Coefficient	.625*	1.000
		Sig. (2-tailed)	.013	.
		N	15	15

* *Correlation is significant at the 0.05 level (2-tailed).*

There was a positive correlation coefficient of +0.625 which was significant at a value of 0.013 between the total parental involvement and academic achievement (Form Three class mean score). This implies that more parental involvement is leading to improved academic performance. A study by Dahie, Mohamed, & Mohamed (2018) found that there is a positive relationship between parental involvement and academic achievement.

In the interviews, the school principals were asked about the level of parental involvement in their school. The responses indicated a general feeling that the level of parental involvement in schools is inadequate. The majority of the respondents stated that there is need to create awareness among the parents in regards to their involvement. A principal stated that *“the level of parental involvement in my school is low and I think many parents don’t know what is expected of them.”* This implies that many parents are not adequately involved because they don’t fully understand the importance of their participation.

It was observed that school with more parental involvement registered a better academic performance. The three independent variables investigated in the study registered a significant influence on the academic achievement. Therefore the study recommends application of these forms of involvement as a strategy to improve academic achievement in the sub-county.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This study aimed at investigating the influence of parental involvement on academic achievement. This chapter presents the summary of the study, conclusion and recommendations drawn from the study.

5.2 Summary of the study

The study developed three research objectives and questions which included; assessing parental involvement in homework supervision, determining parental involvement in communicating expectations and target setting and investigating parents' participation in school activities and their influence on students' academic achievement. The study was guided by Bronfenbrenner's ecological systems theory. Data collection tools were questionnaires and interviews.

The study targeted 538 respondents from 15 randomly sampled schools. The respondents included teachers, parents and students and school principals. The response rate for students, teachers and parents was 74.8%, 88.1% and 73% respectively. The study used a sequential mixed approach where both quantitative and qualitative data were collected and analyzed. Quantitative data was analyzed using IBM SPSS version 28 while the Qualitative data was analyzed using thematic analysis.

5.3 Summary of the findings

5.3.1 Influence of parental involvement in homework supervision on academic performance

The first research objective sought to assess parental involvement through homework supervision and its influence on academic achievement. The two aspects of homework supervision that had a significant correlation were; checking homework and providing serene environment. There was a positive correlation coefficient between participation in homework supervision and academic achievement. The study first carried out a relation test among the constructs of homework supervision, then the relationship between homework supervision and academic achievement.

The study established that 86.0 % of parents agreed that their children were given homework, 95.5% of teachers agreed that they usually give homework to students and 93.8% of students

agreed that they are usually given homework from school. This implies that many parents are checking homework and majority of teachers are giving homework. Harrington (2022) assert that students whose parents check and supervise homework tend to have better academic scores than those whose parents do not do so. Based on the results the researcher concludes that teachers in the sub-county are giving homework to the students and parents are equally checking the homework.

76.4% of parents disagreed that they provided materials necessary for taking homework. This implies that parents could be assuming that their children are provided with adequate homework materials in school. Teachers on the other hand could also be assuming that parents are providing adequate homework materials such as books, pens, reference books etc. A proper communication link between the school and the parents can help draw a clear line on what is to be provided by the parents at home and what is to be provided by the school.

The study established that 77.3% of parents did not physically supervise taking of homework hence may not be able identify learning difficulties among their children. 82.4% of parents indicated that they were unable to identify their children learning difficulties. Parents could be occupied with the household chores that deter them from physically supervising taking of their children's homework. Failure to physically supervise homework could be the reason why the parents are unable to notice when their children have learning difficulties.

Additionally, it was established that, 40.5% of parents disagreed that they provide a serene learning environment at home for doing homework. Students are lacking a friendly environment for taking their homework. It was established that homework supervision played a key role in enhancing academic achievement and should be embraced in the sub-county to address the low academic performance. There was a positive correlation of +0.445 which was significant at 0.006 between checking homework and providing serene environment for doing homework. This implies that many parents who are concerned with knowing whether their child has been given homework are mostly likely the ones providing a serene environment for the homework. A study by Harrington (2022) established that a friendly learning environment at home and a positive attitude from the parents has a significant correlation with a high level of academic achievements. The reason why parents are not providing a conducive learning environment could be due to poverty or some parents don't understand what is expected from them in providing a serene environment for homework. Schools can play a key role in

sensitizing the parents on creating a friendly environment at home where their children would do their homework.

The study found a positive correlation coefficient of +0.196 which was significant at 0.016 between the homework supervision and academic achievement variable. The study established that aspect of homework including: parents physically supervising, encouraging the learner and giving feedback to the teachers, identifying, helping and reporting child's learning difficulties to the teacher and providing a serene environment for homework can significantly improve academic achievement.

5.3.2 Influence of parental involvement in setting targets and communicating expectations on academic performance

This was the second research objective. It sought to determine the parental involvement in regards to termly reports to the parents through report cards, sharing of school strategic plan during AGM and termly or annual academic target setting. The significant aspects of this variable were termly and annual target setting and sharing and implementation of school strategic plan with the parents. These aspects of communication and target setting were therefore identified as significantly contributing to academic performance.

It was also further established that 78.3 % of parents agreed that they receive termly academic reports of their children from school. 75.6% of parents agreed that they attend AGM where the school strategic plan is shared and discussed. Parents have access to termly and annual reports about the progress of the school. In addition, the parents are aware of the school strategic plans and therefore, can make an informed choice of supporting the implementation of the strategic plan. Many school principals admitted that their schools did not have a school policy on parental involvement. The few school principals who reported to have the policy, confessed that the policy was not documented and it was not fully being implemented.

There was a positive correlation coefficient of 0.145 which was significant at 0.016 between communication of expectations and target setting and academic achievement. Parents are therefore urged to set academic targets with their children and teachers. Additionally, parents are encouraged to attend the school Annual General Meeting, and adopt and support implementation of school strategic plans.

A parent involvement school policy can help create awareness and guide the implementation of academic programs such as target setting and enhance communication on school programs

such as Annual General Meetings. Moreover, sharing and collaboratively implementing the school strategic plan with the parent will significantly involve parents and ultimately improved academic performance. Additionally, the schools need to have a communication strategy to keep parents informed of the school programs as well as the academic and behavioural progress of their children.

5.3.3 Influence of parents' participation in school activities on academic performance.

This was the third research objective that sought to establish whether there was a significant relationship between participation in school activities and academic achievement. The significant aspects of involvement in school activities on academic performance were checking of learner's discipline issues and financing school activities.

There was a positive correlation coefficient of + 0.515 which was significant at a value of 0.049 between checking in school to discuss the learners discipline issues and financing of school activities. It was further found that 47.6% of parents disagreed that they check in school to discuss their children's discipline issues .This means that parents are not making a follow up on their children behavior in schools.

57.6% of parents disagreed that the schools their children are attending have a policy on parental involvement. Lack of a policy on parent involvement could be the reason that only 62.7% of parents disagreed that they volunteer in school projects. However, 72.4% of parents agreed that they financially support school academic programs. Parents are financing academic programs in schools to subsidize what the government is offering.

To draw a conclusion, a correlation test was done between the variable participation in school activities and academic achievement. There was a positive correlation coefficient of +0.534 which was significant at 0.40 between participation in school activities and academic achievement. This implies that more participation especially through financing of academic programs, checking on discipline and availability and implementation of a school policy on parental involvement significantly contributes to academic achievement. Schools ought to have a parental involvement policy to establish linkages between the school and parents as a way of enhancing academic achievement.

5.4 CONCLUSION

The three variables, namely, homework supervision, communication of expectations and target setting, and participating in school activities positively influenced academic achievement. This implies that these forms of parental involvement lead to increased academic performance. The researcher, therefore, recommends their application to improve on academic performance in the schools in the sub-county. Schools that had a higher rate of involvement registered a relatively higher mean score compared to those with a lower level of involvement. This is a clear indication that the low parental involvement is having an impact on academic performance in the sub-county.

5.5 Recommendations

Based on the research findings of this study, the following recommendations were made;

5.5.1 Recommendations for policy.

The government needs to come up with relevant policy frameworks that provide guidance and direction in reference to parental involvement. The strategy will guide and enhance homework taking, create links with parents to provide the necessary information and motivate students to take homework. This can be done by proper consultation and involvement of parents in preparation to enhance ownership and information flow which is crucial for success.

5.5.2 Recommendations for school principals

School principals should create a welcoming environment where parents can visit anytime and enquire about their child's academic and discipline progress. There should be a seamless collaboration among the parents, teachers and students that will guide the children through their academic journey.

The study recommends termly and annual academic target setting involving the learner, parent and the teacher among the schools in the sub-county.

School principals should develop and ensure full implementation of a school policy on parental involvement.

5.5.3 Recommendations for parents

Parents create a conducive environment at home and provide the required resources for homework taking. The study established that students do not have a conducive environment at home to take their homework.

Parents should offer volunteer services to the school while the school create an enabling strategy for the parents to do so. The study established that many parents were not volunteering for school projects. Having a school policy on parental involvement will streamline parental involvement and engagement.

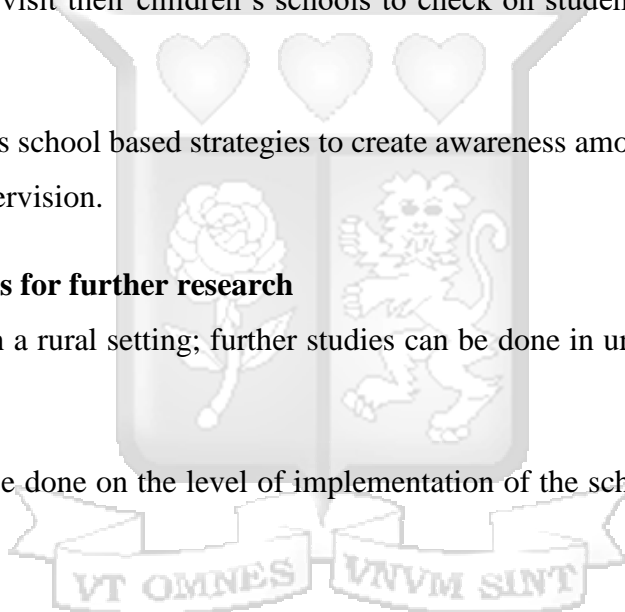
The study therefore recommends that parents continue financing academic programs in their schools and regularly visit their children's schools to check on student's behavior academic progress.

The study recommends school based strategies to create awareness among the parents on their role in homework supervision.

5.6 Recommendations for further research

The study was done in a rural setting; further studies can be done in urban areas for a deeper insight on the subject.

Further research can be done on the level of implementation of the school policy on parental involvement.



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Appendix I: Parents' Questionnaire

TITLE: INFLUENCE OF PARENTAL INVOLVEMENT ON STUDENTS ACADEMIC ACHIEVEMENT IN PUBLIC MIXED DAY SECONDARY SCHOOLS IN YATTA SUB-COUNTY MACHAKOS COUNTY

The purpose of this study is to establish influence of parental involvement on student academic performance. You have been selected to participate in this study. Kindly answer the following questions honestly. Where alternatives are given tick the correct answer in the blank space. You are not required to write your name on the questionnaire. Your response will be treated with utmost confidentiality.

SECTION A: BACKGROUND INFORMATION

1. What is your gender?

Female [] Male []

2. What is your age bracket?

20-29 years []

30-39 years []

40-49 years []

50 years and above []

3. Highest level of education?

Certificate []

Diploma []

Bachelors []

Masters []

PhD []

SECTION B

PART ONE: SUPERVISION OF HOMEWORK

Please rate the extent to which you agree or disagree with the statements below by ticking or marking (X) over the appropriate number of 1-5-point scale next to the statement.

5=strongly agree	4=agree	3=neutral	2=disagree	1=strongly disagree
------------------	---------	-----------	------------	---------------------

S.NO	Statement	1	2	3	4	5
1.	My child is given homework at school.					
2.	I provide my child with the required materials for homework.					
3.	I physically supervise my child to do homework.					
4.	I am capable of identifying my Childs' learning difficulties.					
5.	I provide time and a serene environment for doing the homework at home.					

PART TWO: COMMUNICATING EXPECTATIONS AND TARGETS SETTING

Please rate the extent to which you agree or disagree with the following statements by ticking or marking (X) over the appropriate number of the 1 to 5-point scale next to the statement.

5=strongly agree	4=agree	3=neutral	2=disagree	1=strongly disagree
------------------	---------	-----------	------------	---------------------

S.NO	Statement	1	2	3	4	5
1	I receive termly academic reports through report cards.					
2	I attend AGM where the school strategic plan is shared and discussed.					
3	I collectively set termly and annual academic targets with my child and a teacher..					

PART THREE: PARTICIPATING IN SCHOOL ACTIVITIES

Please rate the degree to which you agree or disagree with the following statements by ticking over the appropriate number of the 1-5-point scale next to the statement.

5=strongly agree	4=agree	3=neutral	2=disagree	1=strongly disagree
------------------	---------	-----------	------------	---------------------

S.NO	Statement	1	2	3	4	5
1.	I check on my Childs' discipline issues at school.					
2.	My child's school has a policy on parental involvement.					
3.	I volunteer for school projects e.g. leveling playground.					
4.	I financially support the educational activities of the school.					

Appendix II: Students' Questionnaire

TITLE: INFLUENCE OF PARENTAL INVOLVEMENT ON STUDENTS ACADEMIC ACHIEVEMENT IN PUBLIC MIXED DAY SECONDARY SCHOOLS IN YATTA SUB-COUNTY MACHAKOS COUNTY; The purpose of this study is to establish the influence of parental involvement in student academic performance. You have been selected to participate in this study. Kindly answer the following questions honestly. Where alternatives are given, tick the correct answer in the blank space. You are not required to write your name on the questionnaire. Your response will be treated with utmost confidentiality.

What was your grade in the last exam? []

SECTION A: BACKGROUND INFORMATION

1. What is your gender?

Female [] Male []

SECTION B

PART ONE: SUPERVISION OF HOMEWORK

Please rate the extent to which you agree or disagree with the statements below by ticking or marking (X) over the appropriate number of 1-5-point scale next to the statement.

5=strongly agree	4=agree	3=neutral	2=disagree	1=strongly disagree
------------------	---------	-----------	------------	---------------------

S.NO	Statement	1	2	3	4	5
1	I am usually given homework from school.					
2	My parents/guardian provide the required materials for homework takes.					
3	My Parents/guardians physically supervise me to do the given homework.					
4	My parents/guardian provide a serene environment for doing homework.					

PART TWO: COMMUNICATING EXPECTATIONS

Please rate the extent to which you agree or disagree with the following statements by ticking or marking (X) over the appropriate number of the 1 to 5-point scale next to the statement.

5=strongly agree	4=agree	3=neutral	2=disagree	1=strongly disagree
------------------	---------	-----------	------------	---------------------

S.NO	Statement	1	2	3	4	5
1.	I receive termly academic reports through report cards.					
2	I set termly and annual academic targets with my parents/guardians and teachers.					
3	Every term i discuss my academic progress with a teacher and parent/guardian					

PART THREE: PARTICIPATING IN SCHOOL ACTIVITIES

Please rate the degree to which you agree or disagree with the following statements by ticking over the appropriate number of the 1-5-point scale next to the statement.

5=strongly agree	4=agree	3=neutral	2=disagree	1=strongly disagree
------------------	---------	-----------	------------	---------------------

S.NO	Statement	1	2	3	4	5
1.	My parents/guardians come to school to discuss discipline-related issues.					
2	My school has a policy on parental involvement.					
3	My parent/guardian volunteer in school projects.					
4.	My parents/guardians finance school academic activities.					

Appendix III: Teachers' Questionnaire

TITLE: INFLUENCE OF PARENTAL INVOLVEMENT ON STUDENTS ACADEMIC ACHIEVEMENT IN PUBLIC MIXED DAY SECONDARY SCHOOLS IN YATTA SUB-COUNTY MACHAKOS COUNTY

The purpose of this study is to establish the influence of parental involvement on student academic performance. You have been selected to participate in this study. Kindly answer the following questions honestly. Where alternatives are given tick the correct answer in the blank space. You are not required to write your name on the questionnaire. Your responses will be treated with utmost confidentiality.

What was Form Three class mean score for the last term? ()

SECTION A: BACKGROUND INFORMATION

1. What is your gender?

Female [] Male []

2. What is your age bracket?

20-29 years []

30-39 years []

40-49 years []

50 years and above []

3. Highest level of education?

Certificate []

Diploma []

Bachelors []

Masters []

PhD []

SECTION B

PART ONE: SUPERVISION OF HOMEWORK

Please rate the extent to which you agree or disagree with the statements below by ticking or marking (X) over the appropriate number of 1-5-point scale next to the statement.

5=strongly agree	4=agree	3=neutral	2=disagree	1=strongly disagree
------------------	---------	-----------	------------	---------------------

S.NO	Statement	1	2	3	4	5
1.	I give students homework.					
2.	Parents provide the required materials for homework.					
3.	Parents physically supervise the student(s) to do the homework.					
4.	Parents have the ability to identify student's learning difficulties.					
5.	Parents provide a serene environment for doing homework.					

PART TWO: COMMUNICATING EXPECTATIONS AND TARGETS SETTING

Please rate the extent to which you agree or disagree with the following statements by ticking or marking (X) over the appropriate number of the 1 to 5-point scale next to the statement.

5=strongly agree	4=agree	3=neutral	2=disagree	1=strongly disagree
------------------	---------	-----------	------------	---------------------

S.NO	Statement	1	2	3	4	5
1	I sent termly academic report to parents.					
2	We collectively set my students' academic target with the parent(s) and the student(s).					
3	Parents attend AGM where school strategic plan is shared.					

PART THREE: PARTICIPATING IN SCHOOL ACTIVITIES

Please rate the degree to which you agree or disagree with the following statements by ticking over the appropriate number of the 1-5-point scale next to the statement.

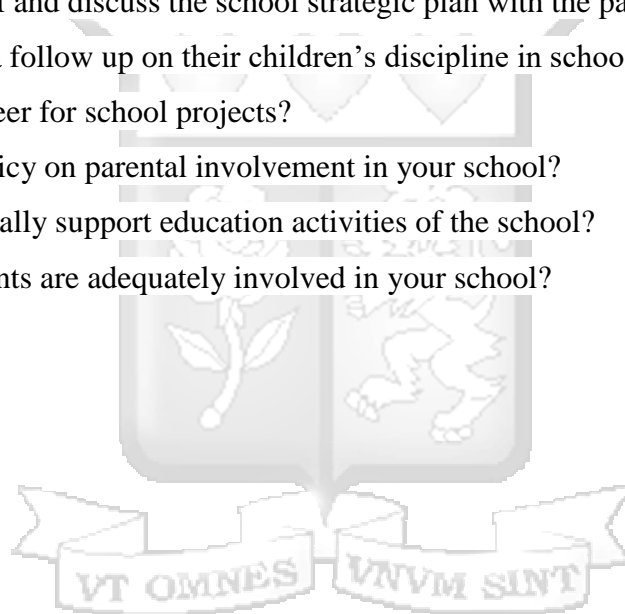
5=strongly agree	4=agree	3=neutral	2=disagree	1=strongly disagree
------------------	---------	-----------	------------	---------------------

S.NO	Statement	1	2	3	4	5
1.	Parents check on their children's discipline issues in school.					
2.	The school has a parent involvement policy.					
3.	Parents volunteer in school projects.					
4.	Parents are financially supporting education activities in the school.					

Appendix IV: Interview Guide for Principals

TITLE: INFLUENCE OF PARENTAL INVOLVEMENT ON STUDENTS ACADEMIC ACHIEVEMENT IN PUBLIC MIXED DAY SECONDARY SCHOOLS IN YATTA SUB-COUNTY MACHAKOS COUNTY

1. What does parental involvement entail in your school?
2. In your own opinion, is parental involvement important?
3. Do teachers give and check student's homework.
4. Do parents provide materials necessary for homework?
5. Does the school give termly academic reports to parents?
6. Do you hold AGM and discuss the school strategic plan with the parents.
7. Do parents make a follow up on their children's discipline in school?
8. Do parents volunteer for school projects?
9. Do you have a policy on parental involvement in your school?
10. Do parents financially support education activities of the school?
11. Do you think parents are adequately involved in your school?



Appendix V: Data Collection Instruments' Cover Letter

PO BOX 2903-90100,

Machakos.

13/08/2021

Dear participant,

I am a second-year masters' student at the School of Humanities and Social Sciences at Strathmore University. I am conducting research examining the influence of Parental Involvement on academic achievement in public mixed day secondary schools in Yatta sub-county Machakos County. You have been selected for this study and your candid and thoughtful responses will be of help. I emphasized that your participation in this study is voluntary and an effort to conceal your identity and keep the information confidential is guaranteed.

I guarantee that I will not disclose directly any information provided for this study to third parties unless permission has been granted to do so. I will not use any names and addresses in the final report. I will also not store or categorize information using addresses and names that may reveal your identity. You are free to participate in this study and withdraw at any time if necessary and without giving reasons.

I agree to keep you informed of the progress of the study. You will be free to comment on the emerging results of the study or final report. I agree to listen to your comments and make relevant changes where appropriate. The final report of the study will be available in the university library. Anyone who participated in the study and requests a copy of the final report will be provided.

Yours faithfully,



Dominic Muthami David,

Phone no. 0790566686

Appendix VI: Consent Form

Appendix VI

CONSENT FORM

TITLE OF THE PROPOSAL: THE INFLUENCE OF PARENTAL INVOLVEMENT ON ACADEMIC ACHIEVEMENT IN PUBLIC MIXED DAY SECONDARY SCHOOLS IN YATTA SUB-COUNTY MACHAKOS COUNTY.

NAME OF THE RESEARCHER: DOMINIC MUTHAMI DAVID.

PURPOSE OF THE STUDY: This study aims to examine the influence of parental involvement on academic achievement by focusing on homework supervision, communicating expectations and target setting and participation in school activities. In case you need further clarification or information please contact the researcher on **0790566686**.

Please tick (✓) where you agree.

I confirm that I have read and understood the information in the cover letter for this study and I have had an opportunity to ask questions. ☐

I voluntarily accept to participate in this study ☐

I understand I can withdraw anytime and or refuse to answer any question without any consequences. ☐

I understand I will not benefit directly by participating in this study. ☐

I understand that information provided in this study will be treated with confidentiality. ☐

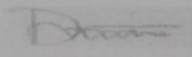
I understand that my identity remains anonymous in the study. ☐

I understand that extracts of my interview may be used in the study. ☐

Name of the participant.....Signaturedate.....

Researcher

I believe the participant is giving consent to participate in the study.

Signature Date16/08/2021

Appendix VII: Log Frame

Research question	Aspects	How it was measured
1. To assess parental involvement in homework supervision and its influence on students' academic achievement.	<ul style="list-style-type: none"> • Checking the homework given to the student, • Supervising homework • Providing materials necessary for homework. • Providing a serene environment for homework • Identification of learning difficulties. 	Spearman Rank correlation
2. To determine parental involvement in communicating expectations its influence on the academic achievement of students.	<ul style="list-style-type: none"> • Termly academic reports to the parents • Attending annual General meetings, • Collectively setting termly and annual academic targets 	
3. What is the influence of parents' participation in school activities on the students' academic performance?	<ul style="list-style-type: none"> • Checking in to discuss students' discipline issues. • The school having a P.I policy • Volunteering in school projects. • Financially supporting education activities in the school. 	
4. Parental involvement	<ul style="list-style-type: none"> • Academic achievement 	

Appendix VIII: Research Authorization Letter from Strathmore University



18th August 2021

Mr David Muthami,
david8882@gmail.com

Dear Mr Muthami,

RE: Influence of Parental Involvement on Student Academic Achievement in Public Mixed Day Secondary Schools in Yatta Sub-County, Machakos County


This is to inform you that SU-IERC has reviewed and approved your above SU-master's research proposal. Your application reference number is SU-IERC1128/21. The approval period is 18th August 2021 to 17th August 2022.

This approval is subject to compliance with the following requirements:

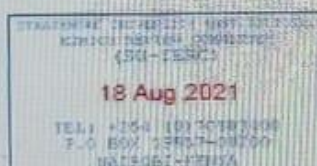
- i. Only approved documents including (informed consents, study instruments, MTA) will be used
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by SU-IERC.
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to SU-IERC within 48 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to SU-IERC within 48 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 SU-IERC.

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,







for: Dr Virginia Gichuru,
Secretary, SU-IERC

Cc: Prof Fred Were,
Chairperson, SU-IERC



Old Sangale Rd, Madaraka Estate, PO Box 59857-00200, Nairobi, Kenya. Tel +254 (0)703 034000
Email admissions@strathmore.edu www.strathmore.edu

Appendix IX: Letter of Research Authorisation From NACOSTI

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
RefNo: 734944	Date of Issue: 23/August/2021
RESEARCH LICENSE	
	
This is to Certify that Mr. MUTHAMI DAVID of Strathmore University, has been licensed to conduct research in Machakos on the topic: Influence of Parental Involvement on Student Academic Achievement in Public Mixed Day Secondary Schools in Yatta Sub-County, Machakos County for the period ending : 23/August/2022.	
License No: NACOSTI/P/21/12586	
734944 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.	

Appendix X: Originality Report

Report

ORIGINALITY REPORT

14%	14%	4%	%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	su-plus.strathmore.edu Internet Source	5%
2	iarconsortium.org Internet Source	1%
3	pdfs.semanticscholar.org Internet Source	1%
4	mafiadoc.com Internet Source	1%
5	ir-library.egerton.ac.ke Internet Source	1%
6	etd.ohiolink.edu Internet Source	1%
7	dergipark.org.tr Internet Source	1%
8	www.waterford.org Internet Source	1%
9	edocs.maseno.ac.ke Internet Source	1%
10	univendspace.univen.ac.za Internet Source	1%