

**INFLUENCE OF PARENTAL INVOLVEMENT ON LEARNERS' ACADEMIC  
PERFORMANCE IN JUNIOR SCHOOLS IN IMENTI NORTH SUB COUNTY,  
MERU COUNTY, KENYA**

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Fulfillment of the Requirements for the Conferment of the Degree of Master of  
Education in Leadership and Education Management of Kenya Methodist  
University**

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## **DECLARATION AND RECOMMENDATION**

### **Declaration**

I declare that this thesis is my original work and has not been presented for examination in any other university.

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### **Recommendation**

This thesis has been submitted for examination with our approval as the university supervisors.

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## **DEDICATION**

I dedicate this thesis to my husband Thuraira Limiri, my son Lewis Munene and my daughters Shanel Kanana, Shine Makena and the late Shantel Kawira whom I denied lots of time while busy with my studies. I can never thank you enough.

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## ABSTRACT

The Kenyan Competency-Based curriculum has continued to demand a lot of parental involvement in children's education for better performance. However, the academic performance of learners in junior schools has been low while, the extent to which academic performance of junior learners is influenced by different parameters of parental involvement is not clear. This study aim was to evaluate the influence of parental involvement on the academic performance of learners in junior schools in Imenti North Sub-County, Meru County. The specific objectives were to assess parents' provision of basic needs, parents' participation in school meetings; academic and homework supervision and involvement in school decision-making on the academic performance of learners in junior schools in Imenti North Sub-County. The study was informed by the Epstein's Model of Parental Participation. It also employed a descriptive survey research design. The research targeted 26 head-teachers, 26 class-teachers, 1170 JS learners and 1170 parents totaling to 2392. A sample size of 158 consisting of 8 head-teachers, 8 class teachers, 71 learners and 71 parents in Imenti North Sub-County facilitated the research. A Stratified sampling procedure was used sample schools from two strata and simple random sampling was adopted to obtain learners and parents' participants. The head-teachers and class teachers from each sampled school included using purposive sampling. Data was gathered using questionnaires, interview guide and focus group discussion. Piloting of the research tools was done at Tigania west sub county, Meru County. Data validity was ensured by checking construct, content and face validity, while reliability by computing Cronbach alpha values where an alpha value of 0.7 or greater than indicated reliability. Quantitative data was analyzed using SPSS version 26. Thematic analysis was utilized to analyze the qualitative data. Quantitative findings were presented using tables and figures. For the qualitative data, narration was adopted. The study noted that provision of basic needs was necessary for realizing learners' performance. Better communication strategies, leadership styles that encourage parent involvement in meetings and parents' education are also major support systems to child's education. The study recommends the government to provide learning resources, facilities and healthcare strategy to address the threat to the provision of basic necessities. Also, NGOs and Churches to intervene to support school food program. JS head-teachers should strengthen communication by speaking the needfulness of meetings, timely relaying the messages, establish how parents will be engaged, participate and give feedback concerning what is discussed in the meetings. The findings implicate junior school policies, best-practices, guidelines and measures to guide parent retooling, heads participatory leadership styles, comprehensive communication strategies and diversifying avenues of parent involvement.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

|                |                                                            |
|----------------|------------------------------------------------------------|
| <b>KPSEA</b>   | Kenya Primary School Evaluation and Assessment             |
| <b>KICD</b>    | Kenya Institute of Curriculum Development                  |
| <b>PTA</b>     | Parents Teachers Association                               |
| <b>BOM</b>     | Board of Management                                        |
| <b>FPE</b>     | Free Primary Education                                     |
| <b>EFA</b>     | Education For All                                          |
| <b>JS</b>      | Junior Schools                                             |
| <b>CBC</b>     | Competency Based Curriculum                                |
| <b>MOE</b>     | Ministry Of Education                                      |
| <b>ETP</b>     | Education And Training Policy                              |
| <b>SPSS</b>    | Statistical Package for Social Sciences                    |
| <b>AGM</b>     | Annual General Meeting                                     |
| <b>ECDE</b>    | Early Childhood Development Education                      |
| <b>NACOSTI</b> | National Commission for Science, Technology and Innovation |
| <b>PI</b>      | Parental Involvement                                       |

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

This chapter grounds the study and shows the purpose arising from the stated problem in the background. It also discusses the objectives, research hypothesis, and justification, significance, the scope, limitations, and assumptions outlining the investigation.

Academic performance of learners is very critical in determining learner's career progression, self-dependency and socio-economic development (Kahunzire et al., 2023). Worldwide, basic education is considered inalienable, hence the emphasis for good academic performance (Li, 2022). Properly engaging and strengthening the key factors which aim at bettering learner's performance is, therefore, taken very seriously. Apart from establishing technology, infrastructure, deploying qualified teachers and having clear policies for running primary schools, parental involvement in academic affairs of the learners cannot be ignored (Odeyemi, 2024).

Academic performance among junior learners is assessed through the aggregate recommendations they get during examinations (Tadesse et al., 2022). The performance of learners in primary schools can be determined by a number of compounding components such as learner characteristics. The same may also be impacted by the level at which parents are involved, home-based factors and school-based factors (Jele, 2023). Consequently, Nchinyi et al. (2022) have exposed that, family size, parental care, learner characteristics and abilities, classroom sizes and learners study habits impact their academic performance. That being so, teachers' characteristics like self-efficacy, comprehensive and flexible

educational policies also contribute towards the improvement of learner's academic performance (Capuno et al., 2019). The emphasis of parental participation gives this study a chance to critically evaluate the influence of parental involvement on the academic performance of learners in junior schools in Imenti North Sub-County, Meru County.

Parental involvement refers to engagement of parents/guardians which comprise of any kind of participation, allocation of resources and keep up for a child educational progress (Li et al., 2019). It can also be explained as the participation of guardians, siblings or parents in motivating learners through providing them with the required resources, materials, positive support and home-based learning (Alfred et al., 2023). A close home working definition as provided by Ates (2021) expresses that, parental involvement assimilates to the ability of parents/guardians to participate in school scheduled meetings and conferences, support a child to do school-related work such as homework, keep close communication with their children on academic affairs and provision of necessary resources to support a child education. In light of the given definitions therefore, parental involvement may be evaluated as the contributions made by family members or caregivers to the academic affairs of a learner.

Considering the diversity of parental involvement, researchers have categorized it into two major forms. On this hand, parental involvement may be classified as home-based engagement (Muwanguzi, 2023; Epstein & Sheldon, 2019). This type of engagement is well explained by its term which articulates that, while at home, the parent guides the child on what was given as homework and doing a recap of what was covered by the teacher during a lesson (Ates, 2021; Epstein & Sheldon, 2019). On the other hand, parental

involvement is categorized as the school-based form of engagement (Muwanguzi, 2023). This one is practiced when a parent or a caregiver in charge of a child communicates with their teacher, participates in the scheduled school activities including: academic clinics, participates in decision-making regarding the academic progress of the child and also providing all required materials for learning like school-fees, uniform, fare and food (Epstein & Sheldon, 2019; Alfred et al., 2023).

In junior schools, family involvement in the academic needs of their children is demonstrated by characteristics which range from caregiver-teacher communication to child-parent communication (Sujarwo & Herwin, 2023). It is further signaled by the presence of caregivers to look and guide a child on their homework, parent attending school activities, timely payment of school fees and provision of a conducive home environment for a child to read. Engagement of caregivers and parents in the academic aspects of children has been found by Erdem and Kaya (2020) to have bountiful benefits. Arguing that, most learners spend better part of their time at home rather than school, parental involvement factors are classified as the major contributors to the academic performance of learners (Batič & Kac, 2020). It has also been clarified to be a mechanism through which parent dedicate their time, resources, money and social support to a child (Erdem & Kaya, 2020). According to Hill et al. (2018), parental academic socialization with the learners provides a good platform to discuss family expectations from the child. The issues troubling a learner such as course and subjects to select, learning strategies and required support for their career progression are also better handled when caregivers are involved (Suhaini, 2020). Given that, parents are educators, they need to partner with the teacher

when developing a child, hence make the home school environment common to the child (Ates, 2021).

Globally, there is great emphasis on the academic performance of junior school learners which resulted in the enactment of educational policies such as the education for all and parental involvement policies (Wood et al., 2016). The quality of education has been strongly linked to the collaboration between the teacher, the learner and the caregiver (Sujarwo & Herwin, 2023). The contribution of the parent has also been centrally placed as core in the academic success of educational institutions. Student achievement has also been maximized by making parental involvement an absolute obligation for every child (Umek, 2021). The role of parents has therefore been clarified as adult educators and natural teachers who desire the best for their children performance (Batič & Kac, 2020).

In countries such as Turkey, UK, the US and Australia, junior school performance play a decisive function in shaping the nature of career and quality of life of youngsters (Çalık, 2020; Kadioglu-Akbulut & Uzuntiryaki-Kondakci, 2021; Moore, 2019; Colmar et al., 2019). However, the performance of junior school learners is medium while in other countries like Canada is below the expected average (Erdem & Kaya, 2020; Colmar et al., 2019).

In America, performance of learners in junior school is majorly affected by several components. These are the school environmental factors, student reading patterns, studying consistency and instructional methodologies adopted by the teaching staff (Wood et al., 2016). Moreover, Wood et al. noted that, student academic advising, parents talk with faculty, stakeholder follow-ups and financial constraints restrain American candidates

from doing well in their academics. Common factors close to those in America such as student-centered, school-centered, teacher-related and socio-economic factors were experienced in Australia (Atchia & Chinapah, 2023). Furthermore, the adoption of top-down approaches to implement education quality reforms have also been counted as stumbling blocks towards academic achievement (Atchia & Chinapah, 2023).

Junior school learners' dismal performance has concerned developed nations and henceforth, localized solutions have been sought to fight the causative agents of underperformance. Mechanisms implemented in countries like China, Australia, Asia and Sweden include government intervention to fund basic education and strengthening parental involvement parameters (Liu et al., 2020; Duan et al., 2018; Wang & Sheikh-Khalil, 2014). Knowledge expansion on the avenues parents' ought to involve themselves such as communication, funding, resourcing, attending meeting, decision-making, educating the child at home and linking with the teachers were being implemented in New York (Catsambis, 2001). Concisely, Thomas (2024) elaborated that, in The United States of America, building positive parental perceptions through creating awareness of their need to participate in executing decisions, reforming, financing, attending school gatherings and other academic obligations of their children has positive impact on the learners' achievement.

Regionally, the situation in African countries is not different. For instance, Ethiopia, South Africa, Ghana, Botswana, Nigeria and Tanzania, are reporting poor academic performance of learners in junior, primary and secondary schools (Nchinyi et al., 2022; Fakunle & Ale, 2018; Iddi, 2016; Haile, 2021; Baidoo-Anu, 2017; Enwereji et al., 2017; Simeon & Nnaa,

2020; Lemessa et al., 2023; Mesfin, 2023). When focusing on Ethiopia, Haile (2021) and Mesfin (2023) studies confessed that, junior school education is a significant problem in comparison to the other forms of education. That notwithstanding, research on the influence of the specific parameters of family engagement on the achievement of learners in junior schools are limited. Extensive research is attentive to the factors influencing academic performance and the general impact of family involvement on academic achievement (Muwanguzi, 2023; Haile, 2021; Iddi, 2016; Lemessa et al., 2023).

Some of the challenges which have hindered academic achievement of junior schools in Africa range from frail educational policies, teachers' incompetence, inadequate educational resources and learner demotivation (Baidoo-Anu, 2017; Enwereji et al., 2017; Haile, 2021; Nchinyi et al., 2022). Moreover, inadequate parental participation, failure in school leadership, poor relationships and unconducive school situation are also pronounced deterrents to the performance of junior secondary (Simeon & Nnaa, 2020). In Botswana for instance, Enwereji et al. (2017) opined that, teachers were highly demotivated due to poor salaries and also the parents failed to counsel, guide, build and conduct academic interest in their children which resulted into difficulty junior learners in school.

In bid to address the consistent challenge of underperformance, teacher education and professional development has been implemented in countries like Ethiopia (Simeon & Nnaa, 2020). Government through the ministry of education has also invested material, infrastructure, human, and teaching, learning and facility resources to have an enabling school environment (Kahunzire et al., 2023; Haile, 2021; Mazana et al., 2020). Furthermore, the educational achievement of junior secondary has been supported through

new pedagogical practices and initiation of parental involvement to learners' discipline (Mabena et al., 2021). That notwithstanding, the ascendancy of parents' supplying of basic needs, parents' engagement in school meetings, parents' academic and homework supervision and school decision-making on the academic success of junior learners has not been deeply interrogated.

In Kenya, junior schools were initiated with the introduction of Competence Based Curriculum (CBC) in December 2017 to replace 8-4-4 system (Ashioya & Okoth, 2020). CBC is a type of learning which grants a learner the responsibility to learn independently and be able to demonstrate their skillfulness using various individual talents (Ashioya & Okoth, 2020). It has a structure of 2-6-6-3. Since CBC emphasizes mainly on what learners can do and not what they know, then the parent is engrossed and needed in helping the children achieve results (KICD, 2019). Therefore, it requires a lot of activities and practice since everything is achieved practically.

Preparedness for junior school has also recognized the capacities of parents in education. In this regard, KICD (2019) revised the roles of parents in CBC. These were: parents to provide all basic needs, offer protection to children from any harm, instill values and morals and teach and give guidance to children. Other roles encompass teaching children to make proper use of resources, instill a thought of responsibility by making sure that children do chores that are appropriate with their age and promote learning achievements in a child. Moreover, parents are obliged to collaborate with teachers to build learners experiences strongly, offer warmth and care to motivate their children and ensure their

emotional safety and appreciation. This will enable them to participate in school programs such as academic clinics and talents confidently.

However, the performance of learners in Kenya has been below expectations and occasioned by student drop-out, caregiver in-cooperativeness, limited transition to next academic levels and ineffectiveness in teaching and learning (David, 2021). Earlier reports carried out by Chebii (2021), David (2022), Thuba (2019) and Likoko et al. (2021), link underachievement of pupils in primary and secondary education to physical resources, school leadership, parental marital status, parental socio-economic status, pupil characteristics, school factors and teacher related factors. Irrespective, David (2022) and Likoko et al. (2021) point out clearly that, parental engagement in the academic affairs of their children improves performance. However, the specific manners of engagement that have an alter mark on the learners' academic achievement are not clearly outlined.

The extent of caregiver/parent awareness and implementation of the spelt avenues of how parents will be involved in the educational affairs of students has not been clarified. Surprisingly, a framework and school parental involvement policies which provides guidance and a pathway to be followed in reference to parental involvement is yet to be implemented (David, 2022). Notwithstanding, research on the ascendancy of PI on the academics of junior learners is yet to be conducted. Research existing on the influence of PI and academic performance majorly focuses on university and secondary schools which were based on the older 8-4-4 system (David, 2022; Likoko et al., 2021; Chebii, 2021).

In North Imenti Sub-County, Meru County, Kenya, there is barely no study on parental involvement in junior schools. One existing study by Thuba (2019) in Central Igembe Sub-

county, Meru County investigated the quality of education and PI. Some of the parameters of PI featured included: school-based and academic socialization by parents (Thuba, 2019). The research argued that, parents that are well-informed on their roles and responsibilities towards their children tend to offer a more established atmosphere at home and school which motivates students to work hard in junior schools. Therefore, the study was geared to find out how PI influences the students' academic success in competency-based curriculum in junior schools in Imenti North Sub County, Meru County. Specifically, parents' provision of basic needs, attendance in school meetings and academic and engagement in homework supervision was investigated. Also, the research discovered the influence of parents being involved in the process of decision making in the academic performance of junior school students in Imenti North Sub-County.

## **1.2 Statement of the Problem**

Academic performance of learners in primary schools is very critical hence the MOE provide a conducive environment for learners to ensure it is achieved (Kahunzire et al., 2023). To ensure performance, MOE also has established policies, standards and guidelines for running primary schools, ensure the training of teachers and procurement of teaching and learning materials. The role of parental engagement is also well spelled by the Kenya Institute of Curriculum Development (KICD, 2019) which mandates parents in CBC to provide all basic needs, a conducive home-school environment and get engaged on the academic affairs of their children. These steps are projected to ensure effective teaching and learning for pupils to enhance academic performance.

Despite these devoted measures by the KICD, good academic performance for primary learners in Imenti North Sub-County, is yet to be achieved as occasioned by evidences of learner drop-out rates, little achievement in the set assessments, communication skills and low parent involvement (Njeru, 2016). An earlier report carried out by Chebii (2021) and David (2022) attributes the poor academic performance to inadequacy of physical resources, poor school leadership, parental marital status, parental socio-economic status, pupil characteristics, school factors and teacher related factors.

This created a niche in the literature regarding the specific ways of parental involvement like in the supply and sustenance of basic needs, parents' participation in school meetings, academic and homework supervision and in decision-making and how it impacted the performance of learners in JS. This accorded a need for this study, which advanced the discussion of various ways of parental involvement, their influence on academic achievement and how they may be improved within junior schools in Imenti North Sub-County, Meru County. If poor academic performance among learners would not have been addressed, its persistence would have lasting economic and social consequences in Kenya which negates the huge material, financial and human resource investments put by the government in JS (David, 2022).

### **1.3 Purpose of the Study**

The research assessed the influence of parental involvement on the academic performance of learners in junior schools in Imenti North Sub-County, Meru County, Kenya.

### **1.4 Objectives of the Study**

The research objectives were to:

- i. Assess the influence of parents' provision of basic needs on the academic performance of learners in junior schools in Imenti North Sub County, Meru County, Kenya
- ii. Examine the influence of parents' participation in school meetings on the academic performance of learners in junior schools in Imenti North Sub County, Meru County, Kenya.
- iii. Assess the influence of parents' academic and homework supervision on the academic performance of learners in junior schools in Imenti North Sub County, Meru County, Kenya.
- iv. Examine the influence of parents' involvement in making decisions in the school on the academic performance of learners in junior schools in Imenti North Sub County, Meru County, Kenya.

### **1.5 Research Hypotheses**

The guiding hypotheses for the research included:

- i. H<sub>01</sub>: Parental provision of basic needs has no statistically significant influence on the academic performance of junior school learner in Imenti North Sub County, Meru County, Kenya.
- ii. H<sub>02</sub>: Parental participation in school meetings has no statistically significant influence on the academic performance of junior school learners in Imenti North Sub-County, Meru County, Kenya.
- iii. H<sub>03</sub>: Parental academic and homework supervision has no statistically significant influence on the academic performance of junior school learners in Imenti North Sub County, Meru County, Kenya.

- iv. H<sub>04</sub>: Parental involvement in school decision-making has no statistically significant influence on the academic performance of junior school learners in Imenti North Sub County, Meru County, Kenya.

### **1.6 Justification of the Study**

It was of prime importance to interrogate the aspects of parental involvement and their influence on the academic performance of learners in junior secondary schools in Imenti North Sub-County, Meru County. Doing such an investigation would give practitioners a prospect to provide solid corroboration for suggested solutions needful which in their adoption, shall address academic performance of learners in junior schools in Kenya. The Ministry of Education, having introduced JS education in the recent past, is fascinated to realize what to do and revitalize in terms of PI in their academic endeavors of their children. Critically analyzing the parental involvement avenues exposed the influences of basic needs provision, school meetings participation, academic and homework supervision and involvement in school decision-making which is essential to guide teachers, principals and the MOE practitioners in making informed decisions and changes. This is in that, through stakeholders and parental involvement, the deficiencies surrounding parental engagement were cross-examined to inform PI policies.

### **1.7 Significance of the Study**

The research findings are worthy in adding knowledge on the academic performance of junior secondary schools in Meru County. Findings regarding the subject of academic performance in JS are of importance to future researchers exploring in the subject area. Findings which came up as a result of engaging the study respondents lay a firm foundation

to researchers on the influence of parental involvement and the academic performance of JSS learners.

Junior school head-teachers and deputy head-teachers would gain exposure from the knowledge on the impact of parental engagement on the performance of junior secondary learners. This would help them identify and employ informative ways of engaging parents in school affairs. These included educating the parents on the need to engage themselves in provision of basic needs, safety and protection needs and academic supervision and control to realize improvement in the academic performance of their children in Meru County.

This study is very significant to the junior schools situated in Imenti North Sub-County, Meru County. The study provides critical information which once implemented, would cause an improvement in the learners' academic performance. Consequently, additional stakeholders including the ministry of education would be informed by the findings on important aspects of parental engagement they ought to put in place or strengthen hence, informed the revision of policies JSS education.

The research also anticipates to significantly inform on financial allocations, awareness programs and training needs that would benefit teachers and parents and challenge them to participate even more in the academic affairs of their children. The teachers who are employed to teach the learners in JS, also would also notice its relevance since its implementation would improve pupils' performance, teacher morale and commitment in the teaching job. Moreover, teachers would enjoy close cooperation of parents in providing all required materials in schools hence have an easy time when handling the JSS learners.

Lastly, noting that the research interrogated the influence of PI on the academic performance of learners in junior schools in Imenti North Sub-County, suggested measures for enhancing parental engagement would enlighten the parents with learners. Parents would benefit directly from awareness creation, training and engagement forums in the learning of their children. Results from the research would as well encourage and heighten parents' morale, commitment and determination to involve themselves in the welfare and education activities of learners.

### **1.8 Scope of the Study**

The study assessed the influence of parental involvement on the academic performance of learners in junior schools in Imenti North Sub-County, Meru County. Facts and ideas regarding the objectives of the study were obtained from the school head-teachers, junior school class teachers, parents and the grade 7 learners. The study did not include respondents from different grades of study in the respective primary schools given that it was determined to examine the performance of learners in junior schools. The study also confined itself to investigating the parental provision of basic needs, parents' participation in school meetings, academic and homework supervision and decision-making and academic performance of learners' aspects. Henceforth, other factors which influence the academic performance of learners such as school-based factors, sociocultural factors, teacher related factors and student discipline, were not included.

### **1.9 Limitations of the Study**

This research was constrained to take place in Imenti North Sub-County, Meru County. The research entirely relied on data from primary respondents which were the parents,

head-teachers, learners and class-teachers in JS schools. This could give room for biasness as a result of the dependence on individual reasoning, understanding of the matter being investigated, exposure, opinions and experiences among the study respondents. The research addressed the limitation by encouraging head-teachers, class-teachers, parents and learners to be genuine, truthful and devout while responding to the respective interview, questionnaire and focus group discussion questions. This was further achieved by communicating the purpose, intention and aspirations of the study to the respective respondents.

Moreover, room for clarification was granted to enhance understanding while responding. Furthermore, the study was as well limited by the adopted descriptive research design methodology. Noting that, the research was geared towards establishing the influence of PI on the academic achievement of JS learners, the impact of this variable could be monitored over time in a longitudinal study taking several years to establish its influence upon implementation. However, this was outside the required completion period for the degree being sought and therefore, the study overcame this limitation by seeking adequate data to establish the underlying situation. This enabled the research to give short and long-term recommendations for sustaining improved academic performance of learners in JS.

#### **1.10 Assumptions of the Study**

This study presumed that, JS in Imenti North Sub-County include parents in the affairs of education of their children but to a minimum extent hence their responsibility is not optimally achieved. The study also believed that, limited/poor parental engagement through providing basic needs, health and safety and academic supervision and control

needs inhibit the performance of learners in academics in junior secondary schools; hence, learners in JS have poor academic performance.

### 1.11 Definition of key Terms

|                                          |                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Academic performance</b>              | Academic performance refers to a learner's accomplishment in their studies, which is mostly judged by the learner's ability to communicate adequately, pass classroom assessments, school-based assessments and summative assessments like the KPSEA examinations.                                              |
| <b>Competency based curriculum (CBC)</b> | It is a curriculum that is based on learners' ability to demonstrate what they have learnt experimentally rather than focus on general knowledge of understanding and answering questions only. It is learner centered curriculum which is adapted to the needs of learners, teachers and the society at large. |
| <b>Junior school</b>                     | Basic level of education which constitutes of learners in grade 7, 8 and 9 levels of study.                                                                                                                                                                                                                     |
| <b>Parental involvement</b>              | Family/guardians taking active parts in the academic life of students either at home or school by providing the necessary basic needs in order to fulfill specific functions in line with anticipated standards to enhance students' academic excellence.                                                       |
| <b>Parent</b>                            | In this study, parents include a father, mother, siblings or guardians who are involved in the education matters of learners either at home or at school.                                                                                                                                                       |

|                                          |                                                                                                                                                                                      |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Provision of basic needs</b>          | parental provision of basic needs involves the provision of food, shelter, clothing, safety, learning resources, school fees, health needs and a secure home environment for a child |
| <b>Academic and homework supervision</b> | Involves parent guiding children in homework, giving time to study and also providing them a conducive environment through which learners interact and share ideas with the family   |
| <b>Participation in school meetings</b>  | Parents attending a variety of gatherings for different purposes such as learner check-ins, fundraising, AGMs and academic days.                                                     |

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This section presents a summary of empirical literature based on the study major variables. The chapter starts by discussing the dependent variable academic performance for learners in junior secondary schools. This is discussed from a global perspective, regional and then locally. After that, literature is reviewed on independent variables which are the influence of parents' provision of basic needs, parents' participation in school meetings, parents' academic and homework supervision and the involvement in executing school decisions. These again are discussed from a global perspective followed by regional and the locally. Ultimately, this sub-chapter culminates by giving the frameworks underpinning parental involvement and students' academic performance.

#### **2.2 Academic Performance of Learners in Junior Schools**

Academic performance is described by Narad and Abdullah (2016) as the knowledge gained over a specified duration of time which is mostly assessed through marks attained or met educational goals agreed upon among a learner, the teacher and the parent. It is a measure of degree in which an educational institution achieves their educational goals and objectives (Tadesse et al., 2022).

Academic performance for learners in junior schools is indicated by the presence of learners scores obtained per subject examined (Li, 2022). Academic performance of junior school learners can be influenced by several compounding factors. Among them are the learner's characteristics, the level at which parents get involved, related to both home and school (Jele, 2023). Others are, family size, parental care, classroom sizes and learners

study habits (Jele, 2023). This study examined the influence of parental involvement on the academic success of learners in junior schools in Imenti North Sub-County, Meru County.

Globally, studies exist which talk about the academic performance aspects for learners in junior schools. Also, existing studies have registered poor academic performance among this category of learners (Sujarwo & Herwin, 2023; Ates, 2021; Fareo & Musa, 2018; Erdem & Kaya, 2020; Colmar et al., 2019; Martinez et al., 2019). These researchers attribute the limited learner achievement to: poor parental involvement and lack of collaboration between the teacher, the learner and the parent (Fareo & Musa, 2018). Also, school-based factors have been found contributory towards the poor academic achievement for learners in junior schools (Liu et al., 2020). Another outstanding cause of poor academic achievement is the challenge of inadequacy of instructional and learning resources (Erdem & Kaya, 2020).

To address this challenge, a country like America has resolved to put some eradication mechanisms. One of the measures put in place is the engagement of parents in the education affairs of their children. Ates (2021) investigated this aspect in a Meta analytics study which utilized research dissertations downloaded from ERIC, Web of Science and Proquest databases. The inclusion criteria for the research included all dissertations which examined the relationship between parental involvement and academic achievement of learners. The findings opined that, parental involvement in terms of providing a conducive learning and reading environment at home correlated well with primary, secondary and junior learners' performance. Therefore, the research gave out recommendations aimed at improving

parental involvement including creating awareness on its importance. This study expressed the correlation between parental involvement and academic performance although it relied on secondary data, the current study will make use of primary data to examine the influence of the same.

In China, a comparative study was carried out to establish the influence of mother or father involvement in the education affairs of primary school learners. Li et al. (2023) tested a bidirectional relationship between parental involvement and learning engagement among Chinese children. A target of 1037 schools participated in the research and the results identified that, both paternal and maternal involvement influenced student's achievement. When fathers and mothers' engagement were compared, the results revealed that, father involvement possessed more influence compared to mother involvement. It was therefore, concluded that, fathers played a very critical role towards learner's achievement than the mothers. However, the studies did not specify the specific avenues fathers engage to enhance their children's' performance. This study although, it was not aimed to compare the extent of parental gender on the level of involvement, it clearly underscored the aspects revolving parental involvement including: parents' provision of basic needs, participation in school meetings, academic and homework supervision and the influence of involvement in school decision-making.

In Africa, the desirable achievement of learners in JS is highly recognized. Notably, studies exist which have underpinned the aspect of academic performance among JS including Nchinyi et al. (2022), Fakunle and Ale (2018), Iddi (2016), Haile (2021), Baidoo-Anu (2017) and Simeon and Nnaa (2020). Otherwise, as observed in the developed nations, like

Africa also record dismal performance among junior school learners (Olubunmi & Kolawole, 2023; Haile, 2021; Mesfin, 2023; Nchinyi et al., 2022; Iddi, 2016).

The reasons for under performance in junior schools has been linked to learner-self-esteem and school environment. These factors were well illustrated in studies carried out in Nigeria by Olubunmi and Kolawole (2023) and Maina et al. (2021). Survey research designs were adopted and questionnaires were utilized to gather data from the respondents. Both mean and standard deviations descriptive were computed to examine the extent of these factors. It was uncovered that, academic performance, learners' esteem and school environment were all below average. In order to enhance the academic performance, the studies argued that, learners' esteem and positive school climate were very essential. To create a welcoming environment, teacher-parents were required to collaborate together to provide required teaching and learning resources, facilities and infrastructure. The role of a conducive environment is welcome and appropriate in this study. However, the researchers did not include aspects of PI on the academic affairs of learners. The current study believed that, academic performance of learners is influenced by parental involvement.

Another cause for under-performance was lack of innovative academic approaches. Noting a significant problem on the education achievement of junior school learners in Ethiopia, Haile (2023) advanced this argument featuring the aspects of teacher perceptions on the academics of junior learners. The self-determination theory was adopted to underpin JSS education, existing policies and academic performance. Interviews were done from two schools to establish the reality of the constructs and it was unveiled that, the factors which caused low under-achievement were: weak educational policies, teacher factors,

information resources, students' factors, low parents' participation, school leadership, and environmental support. The study recommended policymakers to bring change by defining the obligations of learners, teachers, parents and school leaders on the academic success. This one focused on the influence of parental involvement on the academic performance of JS learners.

Similar challenges were also observed in Tanzania and Uganda by Muwanguzi (2023) and Tobias (2020). The key ones were limited parental involvement, teacher competencies and limited teaching and learning resources. Both Muwanguzi and Tobias carried out descriptive studies which collected data through questionnaire and interview guides. In their aim to resolve the issues of under-performance, monitoring and provision of basic needs and parental attendance to school meetings were suggested. It was also suggested that, PI in children's' academic matters contributed towards their success and achievement. Although the studies had the potential results which implicated on strengthening parental involvement on the education affairs of their children, the generalized results faced the limitations of a small sample size. The current study bridged this gap by widening the scope of study respondents to Imenti North sub-county in Meru County.

In Kenya, the academic achievement for learners in junior school has been necessitated by implementing educational policies and overseeing bodies (Kenya Institute of Curriculum Development [KICD], 2019). Preparedness has also been ensured through speculating and identifying the necessity and avenues of parental involvement. Through KICD (KICD, 2019) including: provision of basic needs, offer protection to children, instill values and morals and teach and give academic guidance to children. Despite these efforts, the

achievement of learners continues to be undesirable due to shortage in teaching resources, teacher competencies, parental engagement and school-based factors (David, 2022; Likoko et al., 2021; Likoko et al., 2021). However, the impact of PI on education of junior schools remains largely unexplored. Existing studies which have a close bearing majorly focuses on university and secondary schools which were based on the older 8-4-4 system (David, 2022; Likoko et al., 2021; Chebii, 2021).

The causative agents for poor parental engagement in children's' academic affairs have been investigated. This was well-articulated in the research of Magara (2017) which was based in Taita Taveta County. Magara descriptive study featured the influence of single parent characteristics including level of education, occupational status and family size. Both teachers and students from secondary school participated in the data collection. It was revealed that, parental involvement had potential influence on learner's achievement. Moreover, all the parental characterized possessed a direct correlation with learner's achievement. Therefore, the ministry of education was obliged to strengthen parameters of parental involvement. Support accorded to single parents from lower social economic backgrounds was also among the key recommendation noted for this study.

Chemaget (2021), Chebii (2021), David (2022) and Likoko et al. (2021) appear to agree that parental involvement have innumerable contributions in children's academic performance. Some of the noted involvement parameters include attending academic days, checking children's homework, monitoring performance, communicating closely with teachers, making performance targets for their children and making decisions regarding children welfare at school. However, poor engagement levels were noted. To remedy this

challenge, Chemaget (2021), Chebii (2021), David (2022) and Likoko et al. (2021) recommended the development of more programs which bring parents closer to their children academic affairs.

In North Imenti Sub-County, Meru County, there is no existing study on PI in JSS. One existing study by Thuba (2019) in Central Igembe Sub-county, investigated the quality of education and PI. Some of the parameters of PI featured included: school-based, home-based involvements and academic socialization by parents (Thuba, 2019). The research argued that, parents that are well-informed on their roles and responsibilities towards their children tend to give a more supportive atmosphere at home and also at school which motivates students to work hard in junior schools.

Poor academic achievement persistently recurs occasioned by evidences of learner drop-out rates, little achievement in the set assessments and poor communication skills (David, 2022; Likoko et al., 2021). This scenario necessitated the need to carry out this study so as to assess the influence of PI on the academic performance of junior school learners in Imenti North Sub-county, Meru County.

### **2.3 Parental Provision of Basic Needs and Academic Performance**

Parents play a very critical role in providing basic needs which means children survival and ability to attend to their daily activities. Parents and learners' caregivers provide their children with clean water, nutritional diet and warm bedding to protect children from cold (Oladele et al., 2021). Moreover, they offer a home for sheltering young ones, medical care to ensure wellness and materials to facilitate their education at school (Nzeh & Akulue, 2022).

Learner's academic achievement normally brings joy to the teachers; the community and the family a child belongs to. Therefore, for parents to be proud of their child's academic achievement, they must sacrifice their time, facilities, materials, money, advice and guidance to their children and invest totally in them. As put across by Oladele et al. in 2021, better academic achievement among learners is a result of hard work, good guidance and close attention and support from both teachers and parents. Specifically, parents contribute tremendously by making their children comfortable at school by clothing them, paying school fees, feeding them and providing them with peace of mind so they can be able to concentrate on studies effectively. This study concentrated on the influence of parents' provision of primary needs on the performance of learners in junior schools in Imenti North Sub County, Meru County.

Globally, parental provision of basic needs goes beyond the provision of food and shelter to the provision of a safe and secure home environment. This was well illustrated in the findings of Đurišić and Bunijevac (2017) which prioritized children safety. The researchers identified that, when children are protected from any kind of harm by ensuring the home conditions are secure, they fulfil their welfare mandate. In agreement with the findings, Epstein and Sheldon (2019) added that, good parenting ensured serenity of children at home. Additionally, parents provided nutritional diet, security, guidance and healthcare which contributed to children safety. It was concluded that, safety needs of children had effects in their academic performance. The studies recommended development of training programs to seek more parental commitment to the welfare of their children. The studies were however, limited to parental provision of safety, the current study included other children basic needs such as school fees, school uniform and learning materials.

Regionally, few studies exist which underscore the role of provision of basic needs on learners' academic performance at different academic levels. Existing ones have looked into the effect of provision of basic needs on academic performance among secondary school students, Nzeh and Akulue (2022), Darko-Asumadu and Sika-Bright (2021), and Isidor (2022), hence literature mirroring junior schools are scarce. Apart from this, existing research underscore limited stances of parental engagement in children's education (Simeon & Nnaa, 2020; Enwereji et al., 2017).

In Nigeria, the influence of health needs was explored in the research of Nzeh and Akulue (2022). These researchers adopted a descriptive survey research design to get inferences regarding the need for health needs of learners in senior secondary school. The quantitative study which used 24 students from public schools revealed that, parent concern for health issues of their children contributed towards academic performance. It was explained that, student simple practices, good hygiene, good sleep and vaccination, had a lot of potential in alleviating student absenteeism at school. It was concluded that, parental health concerns for children improved their academic performance and hence, schools need to implement policies which sustain the parental care practices. The current study borrowed a lot from these informative results on the importance of parent guidance on children physical fitness and practices, good hygiene, good sleep and vaccination hence advanced the discussion in JS. Notable differences existing in the current study is that, it used mixed methods, utilizing both qualitative and quantitative data.

Buying school uniform, books, learning tools, shoes, paying school fees, paying for transport and food were as well classified among the parenting responsibilities of parental

involvement. Closer home in Tanzania, the extent of parenting to their children in public secondary schools was investigated. Seni and Onyango (2020) samples 88 students and 2 teachers from Nanyamagana District and issued them with questionnaires while the teachers were interviewed. The results were analyzed and the interpretation underscored that; parent's parenting role was moderate. Some of the aspects parents participated on were: buying school uniform, paying an amount of the school fees, paying for transport and food. However, not all parents struggled financially to provide other basic needs at home such as study rooms, clean water and food. It was concluded that, parental provision of basic needs significantly impacted learner's performance. The study however did not clarify how parenting impacted learners' achievement. This study bridged the left gap.

In Kenya, research on parents' provision of basic needs on the academic performance of learners in junior schools is likewise scarce. Existing empirical studies are biased to parents providing basic needs and participating in education, learner retention, academic performance of learners in primary and secondary schools (Muya, 2013; Macharia, 2014; David, 2022; Muthui, 2020). Some aspects of basic needs were elaborated in the findings of Muya in 2013, who noted that, water, food, uniform and health services improves the student participation in education. The study was a descriptive one and it was undertaken in Turkana County and it was premised to address the objectives on: food provision and school uniform provision. It was discovered that, in Turkana, the 28 schools which participated lacked clean water, health facilities were available yet with unqualified and inadequate personnel and learner's absenteeism was common due to water borne diseases. The study recommended government intervention and collaboration with charitable organization to provide these necessities in schools. Notable, the study linked the

relationship between basic needs and education participation. However, the impact of PI in the provision of these needs was out of scope of the investigation. The current study assessed the impact of parents providing basic needs on academic performance.

A study which related provision of basic needs and academic performance was that of Ngangi (2023) and Muthui (2020). The studies focused on the need for parental provision of conducive environment at home for the learners' education through funding their education and providing learning resources. However, the impact of these aspects was greatly influenced by parental levels of income, educational levels and nature of their work or job engagement. Noting the significance of PI on the performance of learners in secondary schools, the study recommended government provision of free secondary education and training of parents on the relevance of being committed towards financing their children's' education. Ngangi (2023) and Muthui (2020) studies was majorly biased to understanding the constraints which demeaned parental involvement while the current study assessed the provision of basic needs on the academic performance of learners in JS.

Irrespective of the efforts highlighted by Ngangi (2023) and Muthui (2020) to improve the academic performance, the influence of parental provision of shelter, water, clothing, health, safety and food to junior school learners has not been established. Despite this, learners consistently perform dismally in their academics. Furthermore, an exploration of the role of parental provision of basic needs is not only insufficient but also focuses on the challenges which hinder parent involvement and advocate for government intervention to provide free secondary education. This study assessed parental provision of basic needs

and established how it would help to improve the academic performance of learners in junior schools.

#### **2.4 Parents' Participation in School Meetings and the Academic Performance**

Parental participation in school meetings is an aggregate term which informs the involvement of learners' caregivers in school educational days, school fundraising, school annual general meetings (AGM) and children's academic clinics (Falayi, 2023). Parents therefore, need to be much concerned about their children's academic progress. They can do so by being dedicated to their children's learning through finding time out of their busy schedules and join parents' meetings in order to gain a better understanding of the children academic well-being (Kwarteng et al., 2022; Kuboja, 2019).

Parent participation in school meetings is usually accompanied by a number of advantages. One of them being the ability for a parent to have close one-on-one communication with the school heads and class teacher (Kwarteng et al., 2022). Other benefits associated with parents' participation in school meeting is that, attending school activities enable parents discuss with teachers on matters relating to school targeted performance and how it would be achieved (Falayi, 2023; Seni & Onyango, 2020). Moreover, these meetings form important platforms through which educational stakeholders meet together and discuss the expectations for the children's academic progress (Darko-Asumadu & Sika-Bright, 2021). Consequently, parental involvement in school meetings has strongly been lined to children's academic achievement (Coşkun & Katıtaş, 2021).

The level of parent commitment in attending scheduled school meetings may be determined by several factors. Some of these include: the parent self-cognition of their role

and responsibilities, which is the major contributor for individual willingness to participate in any kind of activity (Coşkun & Katıtaş, 2021). Attendance may also be determined by the parents' drive and wishing interest on the future of their children specifically the nature of career path (Sahin, 2019). Moreover, parents' participation in meetings may be influenced by attitudes towards education, self-efficacy and how they perceive the schools or the school heads (Đurišić & Bunijevac, 2017).

Globally, parental participation in school meetings is highly appreciated. However, limited participation has been experienced due to the existence of a number of compounding factors. One of the factors was clearly outlined in a study carried out by Đurišić and Bunijevac in 2017. Đurišić and Bunijevac carried out a literature review study on the various avenues of parental involvement and also the probable determinants which hindered or enabled participation. Some of the mechanisms of parental involvement discovered were communication, parenting, decision-making, participation in meetings and learning at home. For the determinants of involvement, the research brought out strongly that parental perceptions of the school had the potential to influence parent association and attendance for scheduled meetings. Specifically, it was made clear that, if teachers and the principal appear to care, show respect to both learners and parents and establishes clear communication channel with parents, then these parents would want to be more associated and involved in the activities happening in the school. The researcher therefore recommended the need for school administrators to communicate rightful through channels that reach parents and develop a positive school culture in order to increase parent reception to school meetings participation. These findings had very strong

message of how parental participation could be ensured. The current study extended this discussion at junior schools.

Parent participation is majorly found in the basis of clear school communication. This perspective was clearly outlined in the studies of Coşkun and Katıtaş (2021) and which were done in turkey. These studies adopted a phenomenological research design to establish the contributions of parental involvement and realized that, for effective participation of parents on scheduled school activities, clear communication channels were needful. In addition to this, Đurišić and Bunijevac (2017) presented similar opinions. Some of the suggested channels of communication were: a child sent home with a note/flyer about important events, a school website, video conferences, memos, phone calls and newsletters. It was concluded that, introducing home and school discussions about school programs was paramount to parental engagement. The current study differed with the outgone study in the aspect of methodology where, descriptive research design was adopted to implement the research purpose.

Notably, limited research exist which have underscored the relevance of parental participation in school meetings on the academic performance of learners in developed nations. Apparently, existing studies have underscored low to moderate levels of parental participation in school activities (Antony-Newman, 2019; Lara & Saracostti, 2019; Coşkun & Katıtaş, 2021; Saeki et al., 2019). To improve the situation, studies such as Đurišić and Bunijevac (2017) and Saeki et al. (2019) noted several measures that include the implementation of clear and reliable channels of communication, educating parents on the needfulness of parental involvement and revamping existing school policies to include

parental involvement. Other measures include developing parental self-efficacy and developing a respectable and welcoming school culture which motivates parental attendance and heeding to calls through supportive leadership (Coşkun & Katıtaş, 2021).

In Africa, parental involvement in school meetings is recognized as important, hence appreciated (Kuboja, 2019; Nzeh & Akulue, 2022). This is because active engagement of children's parents in scheduled meetings such as the parents- teachers association (PTA) enable the stakeholders to discussing school matters (Kwarteng et al., 2022). Parent participation in school meetings also provides a good platform through which parents and teacher communicate, collaborate and engage in decision-making regarding agreed measures regarding their children's progress (Darko-Asumadu & Sika-Bright, 2021). Through parent participation, parents also meet with subject teachers and discuss learners' progress, behavior and health matters of their children (Mugumya et al., 2023; Mugumya et al., 2014). This health communication provides a clear roadmap for fighting poor academic performance.

It is also worth to note that in African countries such as Ghana, Uganda, Kenya, Ethiopia, Tanzania, Nigeria and South Africa, parental participation in school meetings is increasingly gaining momentum (Hagos & Van Wyk, 2021; Chekol & Ayane, 2019; Darko-Asumadu & Sika-Bright, 2021; Magwa & Mugari, 2017). This is happening because of the support granted by schools through the ministry of education policies and standards guidelines such as the Education and Training Policy (ETP) of the MOE of Ethiopia (Magwa & Mugari, 2017). Support for this has also been gained through the school BoM and PTA association boards. Apart from the provision of free junior education,

government supply of learning resources, supply of lab chemicals, employing qualified teachers, teacher motivation and enactment of remedial classes, poor academic performance of learners has persisted (Chekol & Ayane, 2019; Mugumya et al., 2023; Hagos & Van Wyk, 2021). To address this, the school stakeholders specifically the parents have been prioritized in learners' education to monitor progress, participate in their education hence influence their academic performance (Mugumya et al., 2023).

However, majority of studies from the African sphere report under-utilization of parental involvement in school meetings (Muwanguzi, 2023; Haile, 2021; Iddi, 2016; Simeon & Nnaa, 2020). They have also elaborated that, unconducive school environment, negative school culture, unwelcoming school management, poor communication channels, parent's attitudes towards school activities and generally poor involvement of parents are the causes which have caused poor parental participation in school meetings (Mabena et al., 2021; Chekol & Ayane, 2019; Magwa & Mugari, 2017).

The footing in Ethiopia is identical with that of Zimbabwe. A qualitative study done by Hagos and Van Wyk (2021) in selected primary schools observed that, parents were rarely involved in the school meetings, discussions and activities despite the existence of policies, standards and guidelines emphasizing parental involvement. The qualitative results of 6 parents who were interviewed also demonstrated that, in Ethiopia, parents were only engaged when their children fight at school and for fund raising. Voluntary participation in academic days, parent days and prize giving days was very low. It was recommended that, parents required awareness, schools to communicate regularly to parents on upcoming events through newsletters and SMS messages. Moreover, workshops on parental

involvement, rolling out teacher-parents associations and policy directive on parental involvement needed to be established in order to improve attendance. The study however, did not link parental involvement and academic performance, this study filled this gap.

The central role of the inquiry is to assess parental participation in school meetings and performance of learners in JS. Although there exists no specific study which took this approach, the role of parents in enhancing the achievement of learners in secondary schools was assessed by Seni and Onyango (2021) in Tanzania. Seni and Onyango (2021) reported that, secondary schools in Tanzania were doing poorly academically and their achievement could be enhanced through parent participation. Concerning the roles which influenced academic performance of student, it emerged that, parent participation in school meetings, communication, guiding on homework at home, participation in school decision-making and community participation were the major avenues expected to be happening at schools. However, this level of engagement was very low. To increase parental participation, the mixed methods study recommended that: workshops and seminars which educate parents on the importance of participation be implemented.

The setbacks to limited parental involvement in attending school meetings has been addressed through developing parent-teacher associations (Magwa & Mugari, 2017; Chekol & Ayane, 2019). Other potential mechanisms are developing and strategizing on communication channels to reach parents with updates. This has been actualized by developing school newsletters, sending parents bulk SMS messages, fliers, brochures, and writing notes to learners to take home after close of school hours (Hagos & Van Wyk, 2021; Magwa & Mugari, 2017). Also, noted is the mileage of initiating training, parent

awareness, workshops, sensitization programs and conferences on the impact of their involvement in school activities. (Seni & Onyango, 2021).

In Kenya, research dealing with participation of parents in school meetings and its effects on learners' achievement in JS is limited. Few existing ones majorly have done descriptive research designs to investigate the matter. The existing one done by David (2022) utilized the Bronfenbrenner's ecological systems theory to explain the role of parent supervision of homework, communicating with school and participating in scheduled school meetings. Fifteen schools in Machakos County were sampled and the results reported opined that, all forms of participation positively impacted academic performance. It was recommended that, a policy be developed to guide and direct parents on involvement. This study was distinctive in that, it included questionnaires, interviews and focused group discussions to elaborate the influence of participation in school meeting on academic performance in junior school.

There are remarkable efforts meant to cope the worrisome academic performance of learners in Kenya. Such efforts include engaging parents in academic affairs. This is meant to ensure they mold behavior, participate in setting achievement targets and resource children's education. Despite, parental involvement in school meetings is low. To remedy this, studies have recommended training and sensitization programs for parents (David, 2022; Aming'a, 2015; Chebii, 2021). Unquestionably, there are meager studies delineating the construct of involvement of parents in school meetings in addressing the poor performance in academics of learners in JS. This demanded the current investigation in Imenti North Sub County, Meru County.

## **2.5 Parents' Participation in Academic and Homework Supervision and Academic Performance**

Parent/guardian/caregiver participating in academic or homework supervision constitutes contributing ideas and information to the child on how best homework or any curriculum related tasks can be done (Đurišić & Bunijevac, 2017). It can also be explained by the term learning at home where a parent may be engaged in helping their child in doing homework or participating in outdoor learning activities such as taking them to a museum (Erdem & Kaya, 2020). It has also been perceived that, supervising students in homework may also include giving children time to study and also providing them a conducive environment through which learners interact and share ideas with the family (David, 2022). Moreover, homework supervision is explained as the parent inspection and academic assistance which develops a learner cognition and ultimately achieving well when tested (Coşkun & Katıtaş, 2021).

Parental participation in academic and homework supervision is characterized by: checking the child's homework if it is done well and also providing required materials to do the homework (David, 2022; Shilinde, 2021). It is also evidenced by supervising children to do the homework, identifying the areas the child faces difficulties, giving the child time to study at home and allocating a study room, table, chair and lighting (Wang, 2022; David, 2022; Wei et al., 2019). Furthermore, it may be indicated by the direct parental inspection of different subjects learned while giving appropriate academic assistance (Coşkun & Katıtaş, 2021; Wei et al., 2019).

There are extensive benefits which come with parental engagement in children's learning and homework supervision. Wang (2022) has noted that, parent's participation in

homework supervision promotes a child autonomy, concepts cognition and mastery. It has also been found by scientists as a good avenue through which the family communicate education projections about the child. Moreover, Wei et al. (2019) expressed that, when parents get involved in academic supervision of their children, they are able to highlight and identify their weak points, areas of difficulties hence point them out to the teacher for assistance.

Globally, the area of parent participating in academic or homework supervision is indubitably a typical phase of interest to many researchers. This is confirmed by the assiduous deposit of energy to pursue solutions to best engage parents in the education's affairs of their children (Falayi, 2023; Alshehri, 2021). For instance, communication channels to parents, awareness programs, and training and sensitization sessions have been initiated to ensure parents participate in supervising and educating their children at home (Erdem & Kaya, 2020; Alshehri, 2021).

The study by Wang (2022) analyzed critically the parental involvement in homework. In the same year, Maldonado et al. (2022) came up with research which exposed the impact of parental involvement in homework supervision. Both studies identified that, in the era of talent training and technical know-how acquisition, parental engagement in homework supervision played a critical role in ensuring education quality. Moreover, parental concern of what homework was given at school was found to create a good bond between the parent, the learner and the teacher at school. Therefore, parents were recommended to strengthen their communion with children and support students learning. The studies however failed to link parental supervision of homework and academic performance. The current study

accomplished this using primary data gathered from parents, learners and teachers of junior schools.

Studies undertaken in Africa show a substantial growth in parental involvement in basic educational settings. In Uganda, Mahuro and Hungi (2016) assessed the influence of parental involvement in education affairs of children on their learning achievement. Adopting the Epstein parental involvement framework, the cross-sectional survey research conducted among grade six learners found out that, parent provision of learning resources, giving their time to check homework, parent communication and guidance to learners had influence in their learning achievement. A similar version of the reported findings were also noted by Sserunkuuma (2023). In addition, Sserunkuuma noted that, parental involvement in children's' education was hindered by, poverty, low level of education, very many children, polygamy, guardian perceptions, inability to provide shoes, uniform, food and school fees. The current study was interested in finding out the influence of parental support in supervision of homework on learner's academic performance.

In Somalia, Dahie et al. (2018) classified parental participation in children education as the most effective methodology for increasing their achievement. Dahie et al. (2018) noted that, irrespective of parent's economic status or educational level, their involvement meant a lot in the supervision of the learners, which was followed by good achievement. Focusing on secondary schools based in Mogadishu, 70 teachers were sampled to give ideas regarding this subject. Policies and sensitization mean to improve parent involvement were suggested. In agreement, Adunola and Nwanneka (2023) also found out that, parental involvement enabled learners in Nigeria improve in the science subject by 1.7%. Some of

the noted modalities of involvement were: parent guidance, parent encouragement, provision of physical facilities, care for health and safety and attention. These were all important aspect although the contribution of parental education and homework supervision was omitted. The current study is endeavoring to bridge this gap.

Seni and Onyango (2020), Darko-Asumadu and Sika-Bright (2021) and Mugumya et al. (2023) descriptive studies which adopted questionnaires and interview guides have also illustrated the impact of learning at home facet of parental involvement on the academic performance. Using teachers and students as respondents, the results communicated that, learning at home facilitated by parent support had the potential to influence the learner's achievement. To strengthen these benefits, parents were urged to provide a conducive environment at home, learning materials and individual engagement to help their children where they face difficulties. These studies have a lot of great insights on how parental involvement through creating conducive environment to children at home. However, both studies were based in senior secondary schools and university set up. The current study examines these variables among learners in junior schools.

Notably, despite the consistent studies which document the contributions of parental supervision of homework on learner's academic achievement, the level of involvement among them is very low (Seni & Onyango, 2020; Darko-Asumadu & Sika-Bright, 2021; Adunola & Nwanneka, 2023) and Mugumya et al. (2023). This is attributed to low parent enthusiasm, commitment, self-efficacy, perceptions, attitudes, poverty and educational levels (Adunola & Nwanneka, 2023; Sserunkuuma, 2023; Mahuro & Hungi, 2016). Some of the mechanisms suggested to promote parental involvement is sensitization, enacting

parental involvement policies and creating awareness on the need for parental involvement (Seni & Onyango, 2020; Mugumya et al., 2023; Darko-Asumadu & Sika-Bright, 2021; Dahie et al., 2018).

Locally, education systems and stakeholders for junior secondary schools highly recognize the role of parental involvement. In this regard, KICD (2019) revised the roles of parents in CBC to address parental: provision of basic needs and involving themselves in teaching, guiding, discussing school work and overseeing homework. Few empirical studies also exist which address the role of parental participation in academic and homework supervision. Existing ones generally talk about parental involvement on education quality, achievement, understanding numeracy skills in pre-schools and secondary school settings (Anyango, 2020). The influence of parental supervision of homework for junior school is hardly explored.

In Kakamega County, Anyango (2020) assessed the aftermath of PI in the development of numeracy skills among pre-school pupils. The descriptive study which was based in ECDE centers focused on the impact of provision materials, homework supervision and communication by parent's independent variables. Interviews, questionnaires and a documentary analysis were utilized to get facts about the real situation among the ECDE respondents. The findings communicated that, among the three variables, the item which had high level of significance was learning materials, followed by homework supervision and lastly communication. The study recommended provision of tactile, visuals, audios and audio-visual materials. Also, parents were charged to oversee children homework and

ensure a conducive environment for the children learning. The current study examined the influence of homework supervision among junior learners other than pre-school.

A study which was close to the objective of this study was done by Indimuli (2022). Indimuli examined how parent support, communication and homework supervision influenced the academic performance of grade seven pupils in Nairobi County. Bronfenbrenner's theory of ecological systems formed the basis of this study while a sample of 315 grade seven learners participated in data collection. The results analyzed descriptively using SPSS concluded that, parental support, communication and supervision of homework correlated very well with learner's achievement. The researcher noted the need for parental involvement policies. This study however used only one set of data collection tool: the questionnaire and students as respondents. The current research adopted questionnaires, interview guide and focused group discussion to achieve triangulation. Other differences were in the respondents purposed to participate in the research where: head-teachers, teachers, parents and learners will participate in the data collection exercise in order to enrich the results with diverse opinions from the educational stakeholders.

Kenya recently established junior schools following the initiation of Competence Based Curriculum December 2017 to replace 8-4-4 system (Ashioya et al., 2020). Junior schools are under CBC which emphasizes that learners can do better when the parent involve themselves wholly in helping the children achieve good results (KICD, 2019). Therefore, it requires a lot of activities and practice since everything is achieved practically. The research noticed scarcity of studies linking PI on the academic and homework supervision with academic performance, which was addressed in this study.

## **2.6 Parents' Participation in School Decision-Making and the Academic Performance**

Parental involvement in school decision-making is a branch of parental involvement which is defined by the engagement of guardians/parents or children' caregivers in making informed directives and deliverable in the school matters (Poudel & Subedi, 2024). It may also be explained as the utilization of parent leaders or representatives in the school management meetings where important matters are discussed, ideas are contributed and reaching to consensus (Odeyemi, 2024). Yet the research done by Jafarov (2015) has explained that PI in school decision-making assimilates to the engagement of parents in school governance practices, activities and associations.

In Germany, Turkey and France, the involvement of family in school decisions was analyzed by Gülcan and Duran (2018). These able researchers carried out a cross-national analysis to evaluate this aspect majorly from school principals. The results which were qualitative in nature as guided by the adopted phenomenology research design opined that, parental involvement in decision-making has significance impact on learners' achievement although there were ambiguities on how, which level and what parents must involve in decision-making process. The study outlined a need for the dimensions of decision-making to be outlined for parent participation to be encouraged. This study was however purely qualitative and involved the school principals as respondents, this one applied a mixed methods approach and engage the parents, learners and school heads in order to include all voices of school stakeholders concerning the matter under discussion.

The gap left behind by Gülcan and Duran (2018) of not identifying the avenues of parental incorporation in school decisions was bridged by Roque (2023) in the Philippines.

Specifically, concerning decision-making on educational matters, parents' representatives were informed to undertake in the following dimensions: during employment of teachers, when determining course books and other educational materials, when deciding on appropriate equipment for purchase, in evaluating the standards of in-use curriculum, student's evaluation, school finance management and professional development plans of the educators. These results give out very enlightening information to the current study. However, this research was not just interested in identifying the probable avenues parents can participate in decision-making in schools but also its influence on the academic success of learners in JS.

In the developing nations, participation of parents in school decision-making is recognized as very important parental involvement dimension. Despite this notion, studies discussing this subject are limited. One of them was carried out in Nigeria by Odeyemi et al. (2024) although it was generally purposed to determine the influence of parental involvement on academic performance in science subject. The study was descriptive in nature and engaged senior secondary students who participated in the research through filling out the developed student questionnaire. It was concluded that, parental engagement influenced the achievement of adolescent learners in the science subject. Some of the featured forms of involvement were: school-based and home-based parental engagement. Apart from this, there were noted recommendation which fostered parental involvement, the encouragement of participation. The study was however, limited to performance of learners in science subject. The current study evaluates the influence of school decision-making on the overall performance of learners in junior schools.

In Tanzania, Seni and Onyango (2021) and Mwakililo and Mgaya (2021) carried out studies to illustrate the impact of PI on the achievement of community secondary schools. Some of the sample respondents that were considered in this research were the students, parents, principals, class teachers and school committee members. The studies were also both descriptive and utilized interview schedules, questionnaires and documentary review tools to get information from the stated respondents. Some of the parental involvement parameters investigated by Seni and Onyango were: parenting, communication, homework supervision and decision-making, while, Mwakililo and Mgaya (2021) only concentrated in parental involvement in academic affairs of learners. It was found that, parental involvement influenced learner's achievement although participation was very limited due to lack of programs which involved parents in decision making and lack of information. Also, learners were found to be performing very poorly among the community secondary schools. This study will be based in junior schools.

As noted from the preceded discussion, studies specifically evaluating the influence of participation in decision-making among junior schools. Despite this, the academic performance of learners is undesirable (Muwanguzi, 2023; Haile, 2021). The hindrances to parental involvement among them include: unconducive school environment, negative school culture, unwelcoming school management, poor communication channels, parents' attitudes towards school activities and generally poor involvement of parents (Mabena et al., 2021; Chekol & Ayane, 2019; Magwa & Mugari, 2017). The setbacks to limited parental involvement in school decision-making are been addressed through developing parent-teacher associations (Magwa & Mugari, 2017; Chekol & Ayane, 2019). Other potential dimension is developing and strategizing on communication channels to reach

parents with updates, hence empowering them with information about ongoing activities in the school (Magwa & Mugari, 2017; Chekol & Ayane, 2019).

Locally, there is a scarcity of studies examining parents' participation in school decision-making and the academic achievement of learners in junior schools. Few explorations done are biased to PI on education quality, achievement and understanding numeracy skills in pre-schools and secondary school settings (Anyango, 2020; Mwirichia, 2017; Indimuli, 2022; David, 2022; Macharia, 2014; Aming'a, 2015; Chebii, 2021).

Few studies such as Wanjau and Begi (2019) and Kaptich et al. (2019) established that the participation of parents in decision-making was very poor. Despite this, parents' engagement/communication in school was linked to academic performance. However, learners were noted to perform poorly in the selected primary and secondary schools. The key recommendations include government interventions in sensitizing parents on how to be involved in the learners' school meetings through policy development.

Baraki and Gori (2022) and Mburu et al. (2021) specially established the correlation between parental engagement in decision-making and school success. Both studies had adopted descriptive survey research designs and were underpinned by the ecological systems theory. On parents' involvement in decision making at school, then it was found to help the schools achieve higher grades in test scores, improve learner attendance and motivation. These observations also featured in the results of Manduku et al. (2017). Manduku et al. (2017) findings further showed a positive connection between parental involvement in homework supervision and academic performance. Differences, however, still exist since Baraki and Gori, Manduku et al. (2017) and Mburu et al. solicited data from

learners from pre-schools and secondary schools. Simultaneously, the investigation in progress based in junior schools in Meru County.

There is noticeably deficiency of empirical research underpinning participation in school decision-making on the learners' academic performance among junior school. Existing ones identify with parental involvement and outcomes. Moreover, the influence of parent participation in school decision-making in Meru County has not been investigated. This premised the study (Macharia, 2014; Baraki & Gori, 2022; Mburu et al., 2021; Wanjau & Begi, 2019; Choge & Edabu, 2023; Kaptich et al., 2019). The influence of parental engagement in school decision-making is deemed necessary for improvement in academic performance of junior school learners.

## **2.7 Theoretical Framework**

The Epstein's Model of Parental Participation was adopted in this research to underpin the study.

### **The Epstein's Model of Parental Participation**

Joyce Epstein developed the Epstein's model of parental participation in 1900s, and she later improved it in 1995. Joyce hinged on the premise that family involvement is a resultant of different kinds of behaviors (Newman et al., 2019). This was based on the supposition that positive behaviors are inevitably developed when suitable home conditions are provided. Epstein henceforth, opined that, the degree of the shared responsibilities relied on the nature/type of involvement that is applied. She therefore came up with six major concrete forms of school-family engagement and partnerships. These were: parenting, volunteering, communication, decision-making, collaborating with the community and learning from home (Đurišić & Bunijevac, 2017).

For parenting, Joyce expressed that, unlike the responsibility of the teacher which may be limited to providing basic reading, writing, and communication skills to learners: parents carried the bigger part of the responsibility including understanding them, guiding their behavior, setting rules which promote health and safety and child commitment (Newman et al., 2019; Đurišić & Bunijevac, 2017). The second relationship was volunteering. This one encompassed recruitment and volunteering of parents at school in order to enhance academic activities. The other facet is communication: it entails regular communication with a child regarding what learner was taught at school and academic progress of the learner. Learning at home was the fourth principle and this one was associated with guiding children in homework and academic decisions (Newman et al., 2019). The second last parameters were about decision-making and this one included participation of family in parents-teacher organizations, making school decisions and school governance (Newman et al., 2019). Lastly, collaboration with community formed the last component of involvement. It entailed coordinating local community resources with stakeholders in order to enrich the schools as well as the community (Đurišić & Bunijevac, 2017).

Specifically, Epstein's model of parental participation helps to demonstrate the contribution of a parent in the academic performance of the learner. It also aids in demonstrating the specific responsibilities parents can undertake at home, or at school so as to enrich the quality of their children' education, hence influence their performance. In this case, the schematic representation denotes that academic performance among learners in junior schools may be realized by a combination of teachers and parents' efforts.

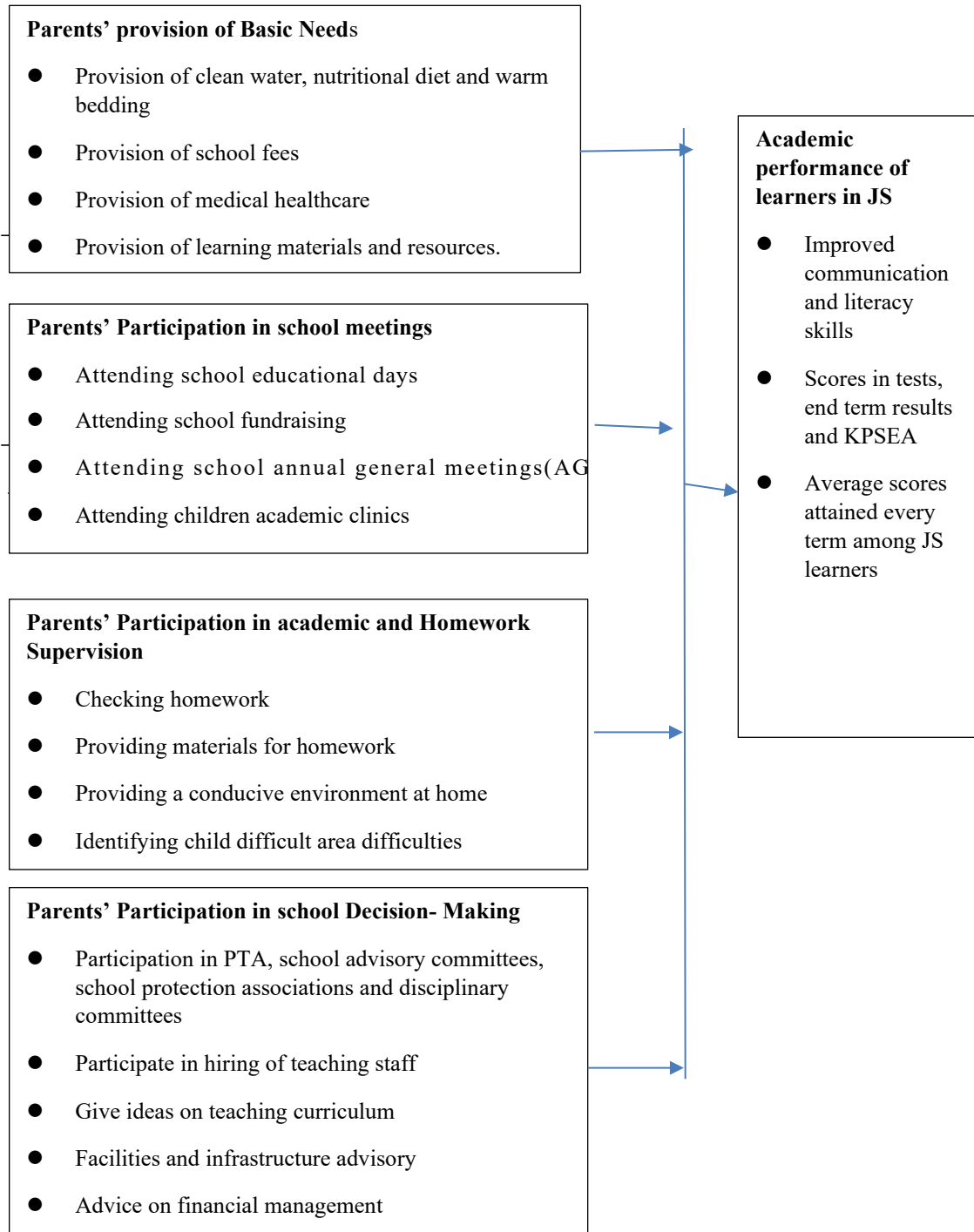
Parents participate in this by providing basic parenting needs including food, shelter, school uniforms, shoes, school fees, informational and learning materials. Apparently, parent's communication in school during meetings, academic days, and follow ups with subject teachers can enrich and put the learner on track academically. Moreover, while at home, parents can provide a conducive environment for children to study, provide materials for doing homework, allocate them study time and also participate in giving ideas towards homework assigned to a learner. Consequently, parents through the representation in BOM, PTA and other parents' organization may give their advice on teacher, financial management, resource mobilization, teacher training and infrastructure development hence enrich the school environment. Therefore, this theory underpinned academic performance of learners, parents' provision of basic needs, parents' participation in school meetings, parents' participation in academic and homework supervision and participation in school decision-making.

## **2.8 Conceptual Framework**

This was helpful in relaying the interrelationship of academic performance of junior secondary learners and parental involvement dimensions.

**Figure 2.1**

**Conceptual Framework**



**Independent Variables**

**Dependent variable**

### **Description of Variables in the Conceptual Framework**

Figure 2.1 displays the purported relationship between the independent and the dependent variables of the study. The parental involvement dimensions are the independent variables purported to influence the academic performance of learners in JS in Imenti North Sub County.

Parental provision of basic needs was indicated by the parental provision of clean water, food with good nutritional diet and warm bedding. Moreover, evidence of parent's provision of school fees, medical healthcare, provision of learning resources and materials and a secure home environment implied that parents are catering children's basic needs.

The second objective of the study is parental participation in school meetings, another dimension of parental involvement. This was evidenced by parents attending school educational days, attending school fundraising, school annual general meetings (AGM) and children's academic clinics. Also, it was indicated by parents' attendance to termly parents' meetings and prize giving days.

Parents' participation in academic and homework supervision was determined by the ability of parents to check their children's homework. Moreover, providing materials for homework, providing a conducive environment at home and engagement of parent in identifying a child subject area difficulty was part and parcel of the parameters indicating this dimension.

The fourth objective of the study is the parental participation in school decision-making, which will be predicted to be modified favorably or adversely by parental participation in PTA meetings, school advisory committees, school protection associations and disciplinary committees. Moreover, parents can participate in school decision-making such as hiring of teaching staff, give ideas on teaching curriculum, facilities and infrastructure development advisory and advise on financial management.

The academic performance was represented by communication and literacy skills of learners in junior schools. Other determinants were scores obtained in tests end term results and KPSEA. Also, average assessments obtained every term among JS learners was very useful in gauging the academic performance of learners.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The chapter presents the methodology which was applied in achieving the aim of the research. It primarily emphasizes on the study location, research design and the targeted population. It also encompasses the sampling techniques, sample size, instrumentation, data collection procedures, data quality measures, data processing, and ethical considerations. Each subsequent sub-topic entailing the methodology adopted is described in the sub-sequent sections.

#### **3.2 Location of the Study**

The geographic location was in Imenti North Sub-County, Meru County where junior schools participated as sampled representatives. Imenti North Sub-County is one among the ten sub-counties in the county. The rest of the nine sub-counties comprises of: Buuri East, Buuri West, Imenti South, Imenti Central, Igembe South, Igembe North, Igembe Central, Tigania East and Tigania West. In total, there are 26 public junior schools which are operational (Ministry of Education, Imenti North Sub-County office, 2023).

The researcher was also motivated to undertake study in this sub-county due to the dismal academic performance among primary schools as reported by Njeru (2016). Despite this, the specific ways of parental involvement such as provision of basic needs, parents' participation in school meetings, academic and homework supervision and parents' involvement in decision-making and how it impacts the academic performance of learners in JS is scanty hence, was assessed.

### **3.3 Research Design**

Mugenda and Mugenda (2003) defines a design as a plan of action, strategy or a process that a study chooses and use to get the desired results. This study used descriptive survey research design to evaluate the influence of parental involvement on the academic performance of learners in JS. The application strengths that drove the implementation of this design lied in the fact that, it gave room for the researcher to better understand the problem. This would be based on the details detailed and relevant explanation regarding when, why, how and what about idea parental provision of basic needs, participation in school meetings, academic and homework supervision and school decision-making on the academic performance was unveiled. Other benefits associated with a descriptive survey research design lied in the possession of strengths to allow room for the assumptions of a study to thrive. Relation wise, previously carried out studies such as Thuba (2019) and Akulue and Okonkwo (2021) have made use of descriptive survey research design to implement their studies.

### **3.4 Target Population**

The population of interest consisted parents to grade 7 learners, grade 7 learners, head-teachers and class teachers in all the public primary schools in Imenti North Sub-County in Meru County. This is because the Junior Schools where the grade 7 learners are found in the primary Schools as given by the MOE directive. Imenti North Sub-County has a total number of 26 public primary schools and all of them comprised the reference population. 26 school head-teachers, 26 class-teachers, 1170 parents, and 1170 grade seven learners formed the units of observation in the study. This made a total of 2392 target population.

The head-teachers and class teachers are deeply involved in giving leadership decisions in the schools which is expected to improve the involvement, participation and presence of parents in the academic affairs of their children. Their opinions on how to communicate, include parental participation in making decision and linking parents to their children education was therefore, very significant in the study.

The parents were the primary respondents in the study. Parents are expected to advise the school management, provide all children requirements, finance children education, attend school activities and a conducive environment at home to foster learning. The position of parents in giving such information regarding these tasks therefore cannot be overemphasized. The grade seven learners were part of the participating respondents. This is because they are the primary beneficiaries of academic performance and therefore their thoughts, feelings and perceptions of parents engaging in the education matters of learners. A sum breakdown of 26 head-teachers, 26 class-teachers, 1170 parents and 1170 grade seven learners arrived at a total target population of 2392 respondents. The target population is clearly represented in Table 3.1.

**Table 3.1***Target population*

| Name of the school | No. of grade 7 learners | No. of class teachers | No. of Head teachers | No. of Parents | Total |
|--------------------|-------------------------|-----------------------|----------------------|----------------|-------|
| CCM Township       | 24                      | 1                     | 1                    | 24             | 50    |
| DEB Township       | 35                      | 1                     | 1                    | 35             | 72    |
| Ganchanka          | 24                      | 1                     | 1                    | 24             | 50    |
| Giantune           | 43                      | 1                     | 1                    | 43             | 88    |
| Gikumene           | 106                     | 1                     | 1                    | 106            | 214   |
| Gitoro             | 68                      | 1                     | 1                    | 68             | 138   |
| Good shepherd      | 36                      | 1                     | 1                    | 36             | 74    |
| Irinda             | 17                      | 1                     | 1                    | 17             | 36    |
| Kainginyo Boarding | 77                      | 1                     | 1                    | 77             | 156   |
| Kainginyo Primary  | 20                      | 1                     | 1                    | 20             | 42    |
| Kathurine          | 17                      | 1                     | 1                    | 17             | 36    |
| Kiamiriru          | 37                      | 1                     | 1                    | 37             | 76    |
| Kinoru             | 51                      | 1                     | 1                    | 51             | 104   |
| Kiraria            | 85                      | 1                     | 1                    | 85             | 172   |
| Meru Muslim        | 32                      | 1                     | 1                    | 32             | 66    |
| Mpuri              | 37                      | 1                     | 1                    | 37             | 76    |
| Meru Primary       | 62                      | 1                     | 1                    | 62             | 126   |
| Muringombugi       | 33                      | 1                     | 1                    | 32             | 66    |
| Mwiramwanki        | 44                      | 1                     | 1                    | 44             | 90    |
| Mwirine            | 65                      | 1                     | 1                    | 65             | 132   |
| Mwiteria           | 93                      | 1                     | 1                    | 93             | 188   |
| Nchaure            | 22                      | 1                     | 1                    | 22             | 46    |
| Ngonyi             | 28                      | 1                     | 1                    | 28             | 58    |
| Njukinjiru         | 61                      | 1                     | 1                    | 61             | 124   |
| Nthimbiri          | 21                      | 1                     | 1                    | 21             | 44    |
| Thege              | 12                      | 1                     | 1                    | 12             | 26    |
| Total              | 1170                    | 26                    | 26                   | 1170           | 2392  |

### **3.4.1 Sampling Techniques and the Sample Size**

Sampling techniques refers to the criteria utilized by a researcher to obtain respondents representative enough of a targeted group (Bryman, 2011). Mugenda and Mugenda (2003) suggest that, a sample size of 10-30% can be sufficient. Using 30% on 26 schools, 8 schools were to be used as sample size. A stratified sampling procedure was used to select the 8 schools out of the 26 in the sub-county. Stratified random sampling is a method that involves dividing the population into subgroups and ensures each subgroup of the population is adequately represented in the sample, enhancing the precision of estimates (Etikan & Bala, 2022).

The schools were divided into urban primary schools and rural primary schools and 4 schools were randomly picked from each sub-group making a total of 8. All head-teachers from the 8 selected schools purposively participated in the study. Similarly, the purposive sampling was adopted to have the class-teachers in single streamed schools chosen, while simple random technique was used to choose a teacher in more than one streamed school. This means a sample size of 1 head-teacher, 1 class teacher in each of the 8 selected school participated in the study. The 20% of grade seven learners and parents respectively was obtained using simple random sampling techniques and this gave a sample size as summarized below. The number of parents were equal to the number of learners chosen, that is a sample size of 71 learners and 71 parents.

**Table 3.2***Sample size*

| School       | Grade 7<br>learners | class<br>teachers | Head<br>teachers | Parents | Total |
|--------------|---------------------|-------------------|------------------|---------|-------|
| Ngonyi       | 6                   | 1                 | 1                | 6       | 14    |
| Kathurine    | 3                   | 1                 | 1                | 3       | 8     |
| Gikumene     | 21                  | 1                 | 1                | 21      | 44    |
| Mwirine      | 13                  | 1                 | 1                | 13      | 28    |
| Meru Muslim  | 10                  | 1                 | 1                | 10      | 22    |
| Mpuri        | 7                   | 1                 | 1                | 7       | 16    |
| DEB township | 7                   | 1                 | 1                | 7       | 16    |
| Nthimbiri    | 4                   | 1                 | 1                | 4       | 10    |
| Total        | 71                  | 8                 | 8                | 71      | 158   |

### 3.5 Research Instruments

This study made use of questionnaires, interview guide and focused group discussions to obtain information from the sampled participants.

#### 3.5.1 Questionnaires

In this study, questionnaires were utilized to gather data from parents who had grade seven learners in the JS. This is because, being the main respondents in the study, issuing them with questionnaires cut costs, enabling quick gathering of a lot of information and saved time of the researcher. They were also good in assuring the respondents anonymity and privacy since they did not require one to identify themselves with some demographic information such as their name and their children. Importantly, they were further easy to design, quantify and analyze data in SPSS version 26.

Parents' questionnaires were structured with both close and open-ended questions. Close ended questions were presented in a tabular format and on a Likert, scale ranging from 1 to 5. Each objective of the study made a section of the questionnaire inclusive of the demographic details. The coverage was such that: section A covering the biographic data of the respondents. The subsequent, sections B, C, D and E covered provision of basic needs, parents' participation in school meetings, academic and homework supervision and parents' involvement in decision-making. The last section F, covered the depended variable (the academic performance of learners in JS). All content questions and statements that were developed by the researcher was informed by the conceptual framework and literature review. Appendix II showcased the tool.

### **3.5.2 The Interview Guide**

An interview guide was developed so as to give guidance on specific featuring questions which were asked to the head-teachers and the class-teachers. The advantage of including an interview guide as an instrument was that, the researcher supplemented their questionnaire data with further information. Also, interviews were advantageous in allowing one to get detailed information which was very accurate due to open interactions which gave room for seeking clarification. In this study the interview guides were made of open-ended questions which enabled interviewees to respond by describing their situations. Just as the outlook of the questionnaire was, the interview guides also were sectioned from A to F to organize the questions. The interview schedules are provided in appendix III and IV.

### **3.5.3 Focus Group Discussion**

A focused group discussion tool was developed to enable the researcher moderate the grade seven learners participating by posing guiding questions (Akyildiz & Ahmed, 2021). Learners from each school were gathered in one place since they had similar characteristics and then participated in the discussion. The structure of the tool followed the design of the interview guides. The researcher put lead questions from demographic details in section A through the objectives to the dependent variable in section F. The researcher, who was the moderator of the simple discussion posed questions after probing the learners' responses. This tool is provided in appendix V.

### **3.6 Piloting of Research Instruments**

Piloting was incorporated to ascertain the reliability and validity of research tools that collected information from sampled respondents. Piloting was done in St. Rita and KK Rwanjwee primary schools in Tigania West Sub-County. The sample size for the pre-testing was obtained using the recommendation of Mugenda and Mugenda (2003) that, a range from 1% to 10%, of the population is sufficient. Simple random sampling was used to get a pre-testing sample. This area of piloting, was appropriate in the study since, being in the same county the experiences of teachers, parents and learners were similar. Other notable similarities were the learning environment that were recently applied to public primary schools which houses the JS grade seven learners. The schools also record cases of underperformance among the JS grade seven learners. 2 head-teachers, 2 class-teachers, 36 grade seven parents and 2 focused group discussions of 8 learners each were engaged for data gathering. Simple random sampling was utilized to select the parents and learners.

Since the head-teachers and class-teachers were only two, were purposively included in the piloting.

### **3.6.1 Reliability of Research Instruments**

Reliability measures the effectiveness of research instruments. It helps a researcher to restructure and balance the questions used in the instruments prior to the main study. This study achieved the reliability of research instruments by two major means. One of them was doing piloting at Tigania West sub-county. Later, the data obtained from the piloting was tested for internal consistency by computing the Cronbach alpha values for the study variables. Procedurally, piloting data was put in SPSS and analyzed to be able to compute the Cronbach alpha value. An alpha value of more than 0.7 communicated the instruments' reliability (Bryman, 2014).

### **3.6.2 Validity of Research Instruments**

Validity assessed what each tool was trying to measure and whether the data to be collected using those tools accurately represented the phenomena being studied (Mugenda & Mugenda, 2003). This study assessed content, face, criterion and construct validity of the instruments constructed. To achieve content validity, research experts and supervisors in the field were used to enrich the validity of the tools through giving their inputs. Moreover, literature reviewed on provision of basic needs, parents' participation in school meetings, academic and homework supervision, parents' involvement in decision-making and the academic performance of grade seven learners guided the researcher to come up with good statements and sentences.

The face validity, was attained through the design and the structure of the data collecting tools. Some of the noted features included: giving clear instructions to each section, using concise and simple statements, organizing the tools into sections, using uniform font type, size and page layout. For construct validity, all the face validity mechanisms were informative enough to address the same. These included, sub-heading the tools into organized sections. In addition, the research supervisors allocated also gave insightful comments which enriched the quality of the constructed questions.

### **3.7 Data Collection Procedures**

The issuance of an introduction letter from the KeMU guaranteed the researcher permit to apply for a research permit from NACOSTI. Having introduced as a bona-fide student and researcher through the two documents, this contributed towards having the adequate number of prerequisites for obtaining consent from the director of education, Imenti North Sub-County office. When consent was obtained on the same, the school heads in the 8 participating schools were informed on the same for local data collection approval. When the head-teachers permitted the researcher to make arrangement for the exercise, specific procedures for administering the questionnaires and conduction of the interviews and focus group discussions followed. The next sub-sections illustrate the procedures of how each tool was administered.

#### **3.7.1 Procedure for Administering Questionnaires**

After the school head-teacher approved the researcher to engage the parents of grade seven learners in the sampled schools, arrangements for a meeting were done and communicated to ensure attendance by parents. This is after mutual agreement on the day for filling the

questionnaires so as to ensure alignment with the day parents were attending the school meeting. When this was set, the researcher prepared adequately by identifying, training and engaging two research assistants from the local community who were able to communicate to the parents in a language they could understand the questions when filling the questionnaires. They were also made aware of the purpose of the data, ethics to be upheld at the field, etiquette and discipline. During the parents meeting day, when the researcher was called on board after the head-teacher addressed the congregation, the researcher did an introduction, assured parents confidentiality and requested their voluntary consent to fill the questionnaires. The research assistants distributed the tools to the respondents who were willing and gave clarification to parents requiring help in case of existence of illiterate guardians. The questionnaires were collected after parents filled them. Collected questionnaires were numbered chronologically to ease data entry and coding.

### **3.7.2 Procedures for conducting the interview**

When the teachers (head-teacher and class teachers) agreed to participate in the one-on-one interviews, agreements on venue, time, exchanging contacts and date for the interviews, were planned and agreed. On the set date and time, the researcher arrived early to be set. During the interview, the research assistants were not involved. Targeted respondent was asked to permit the researcher to take notes and an audio recording using their mobile phone so as to capture the conversation to improve on reporting. The researcher was cautious and moderately inquisitive to enable the head-teacher or the class-teacher give descriptions of scenarios hence get detailed information. At any point in time, the interviewee was free to seek clarifications for what they did not hear well. Each participant was thanked with a thank you card.

### **3.7.3 Procedures for conducting focused group discussion**

The selected grade seven learners participating in the focused group discussion were notified early in each school for preparedness. During the focused group discussion, a nice venue among the classrooms was prepared to facilitate the discussion. Each member participating gave consent and accepted to volunteer. During the focus group discussion, the research assistants were involved to help the researcher with some tasks. The focus group discussions comprised of six groups for all the schools noting that, some primary schools had few learners. Combined respondents met in a nearby school and the researcher facilitated their transport. All learners were motivated with refreshments. When students settled down in a set venue, the researcher called the meeting to order and moderated the discussion through the guidance of the focus group discussion template. One of the research assistants took down notes on discussed questions while the other did an audio recording using the researchers' phone upon being permitted by the learners. A vote of thanks was made to all participating groups at the end of the discussion.

### **3.8 Data Analysis Procedures**

Both qualitative and quantitative data was collected. During the analysis each set of data was analyzed as described in the following sub-headings.

#### **3.8.1 Analysis and Processing of Quantitative Data**

The parents' questionnaires were serialized chronologically, checked for completeness and coded into the SPSS. Any questionnaire that was not completely filled was counted out as spoilt. Data on all the sentiments posed for each variable of the study was keyed in into the SPSS version 26 and titles labelled and scales assigned. Entered data was analyzed

descriptively to obtain the mean, percentages and standard deviations of important aspects on parental involvement and academic achievement of JS learners.

Tables and figures were generated to inform descriptive information for all the five variables: parental provision of basic needs, parents' participation in school meetings, parental academic and homework supervision and parents' involvement in decision-making on the academic performance of learners in JS. When the descriptive results were presented and discussed, the purpose of the study was reached by conducting a linear regression analysis. This helped establish the influence/link of parental involvement parameters on the academic performance of junior school learners among the public schools in Imenti North Sub-County. An illustrative function of the multiple regression model which was adopted to achieve the purpose of the study was as follows.

$$Y = B_0 + B_1X_1 + B_2X_2 + B_3X_3 + B_4X_4 + e, \text{ Where:}$$

$Y$  = Academic performance of learners in junior schools

$\beta_0$  = Constant

$\beta_1, \beta_2, \beta_3, \beta_4$  = regression coefficient weights for  $x_1, x_2, x_3, x_4$  as shown below:

$X_1$  = Parental provision of basic needs

$X_2$  = Parents' participation in school meetings

$X_3$  = Parental academic and homework supervision

$X_4$  = parents' involvement in school decision-making

$\varepsilon$  = is the estimated error of the model.

The ascertaining of the specific model of regression was established by doing normality, linearity, autocorrelation, multicollinearity and heteroscedasticity diagnostic tests.

### **3.8.2 Analysis and Processing of Qualitative Data**

Qualitative data was from the head-teachers and class-teachers interviews and the learners focused group discussion. Observations, descriptions and perceptions of participants regarding each study objective was analyzed thematically. To better clarify this, deductive and inductive theme patterns were developed to enhance a good flow during reporting. Identified themes were utilized to patterns which were used to bring practical inferences for enhancing the levels of parental involvement in children's educational affairs. Practical presentation of qualitative findings was done using narrative excerpts.

### **3.9 Ethical Considerations**

This research complied by a number of ethical practices in research. Before going to the field to do data collection, enough preparations including getting a university introduction letter, research permit from NACOSTI and written permit to collect data in respective school premises were obtained. Also, in the field day, head-teachers, parents, class-teachers and learners only got involved after agreeing to give their opinions for research purposes following the advice of Oso and Onen (2009).

While on the field day, the respondents were also treated ethically. This was done by assuring voluntary engagement so that, respondents will not have any expectations of a payment or other forms of favors. The researcher also ensured the participants understood the purpose of the exercise and how the collected data was to be used. This also was accompanied by brief introduction to give a synopsis of the research. Reading out the introduction letter to the sampled respondents was also helpful in achieving this.

Stigmatization of participants was also avoided by guarding the participants' confidentiality and privacy. Specifically, no participant was required to give personal details which could identify them individually. Permission to audio record the interview sessions and focused group discussions was also to be sought from the participating members. Ethical issues such appropriate reporting of the data without alternating just as presented by the samples was adhered to. Lastly, peoples scholarly output published online, which was to be consulted in the course of developing this research was duly cited and referenced in conformity to the current university referencing guidelines borrowed from the APA 7<sup>th</sup> edition manual.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.1 Introduction**

This chapter reports and discusses the analyzed results in accordance to the guiding objectives. The order of presentation begins with the findings on reliability, response rate and background information and the main constructs. The study had five main variables; academic performance of learners in JS, parents' provision of basic needs, participation in school meetings, academic and homework supervision and school decision-making. Consequently, quantitative data is presented, interpreted and thereafter the incorporation of qualitative data gathered through head-teacher and class-teacher interviews and focused group discussions with the learners. Regression analysis results are also presented to achieve the overall purpose of the study. The coding of interviews and focused group discussions was done numerally such as 01, 02 and 03 respectively.

#### **4.2 Response Rate**

The researcher issued out 71 questionnaires to parents of grade seven learners among public primary schools in Imenti North. Later after collecting back the filled tools from the respondents, 54(76.0%) were completely filled, hence used in analysis. The study had intended to interview 8 of them from the 8 sampled public primary schools, but 5(62.5%) were available for the one-on-one interview session. Out of the 8 sampled class-teachers, and 71 grade seven learners, 8 (100%) class teachers and 70(99%) learners contributed in the study.

This summed up to 137 (86.7%) overall turn rate. The good return rate may be pinned on researcher's use of physical methods of data collection. The cooperation of the respondents was also instrumental towards realizing it. Furthermore, using multiple methods of data Babbie (2014) recommended that a response rates of 70% are classified as very good.

### 4.3 Reliability of the Study

In order to make an informed decision on data analysis, the researcher assessed the reliability of obtained data. The study accomplished this by computing the Cronbach alpha values for parental involvement variable and the dependent construct as well. A presentation of these results are as found in Table 4.1.

**Table 4.1**

#### *Reliability Analysis*

| Main Variables of the Study (N = 54)                           | Cronbach's Alpha | Number of items | Comment  |
|----------------------------------------------------------------|------------------|-----------------|----------|
| Parents provision of basic needs(X1)                           | 0.824            | 9               | Reliable |
| Parents participation in school meetings(X2)                   | 0.880            | 9               | Reliable |
| Parents participation in academic and homework supervision(X3) | 0.799            | 12              | Reliable |
| Parents participation in school decision-making(X4)            | 0.860            | 11              | Reliable |
| Academic performance of learners in JS(Y)                      | 0.867            | 8               | Reliable |

Table 4.1 illustrates that each construct under investigation obtained a coefficient value that is more than 0.7, ( $\alpha > 0.700$ ), hence, data gathered was reliable. In support for this, Bryman and Bell (2011) recommended that data with Cronbach's alpha values greater than .700 is satisfies requirements and hence can be used to make inferences.

#### **4.4 Demographic Characteristics of Respondents**

The examiner sought to understand the demographic characteristics of the parents, head-teachers, class-teachers and grade seven learners. The specific items covered in the section were: gender, age bracket, and marital status, level of education, occupation and years served in leadership positions. The findings are showcased in Table 4.1.

##### **4.4.1 Background characteristics of parents for learners in grade seven**

To help understand the composition and dynamics of the parents, Table 4.2 demonstrates the nature and characteristics of the grade seven parents.

**Table 4.2***Demographic characteristics of Parents*

| <b>Gender</b>                                   | <b>Frequency</b> | <b>Percent</b> |
|-------------------------------------------------|------------------|----------------|
| Male                                            | 20               | 37.0           |
| Female                                          | 34               | 63.0           |
| Total                                           | 54               | 100.0          |
| <b>Age bracket</b>                              |                  |                |
| 18-20                                           | 00               | 0.0            |
| 21-30                                           | 8                | 14.8           |
| 31-40                                           | 23               | 42.6           |
| 41-50                                           | 19               | 35.2           |
| 51-60                                           | 4                | 7.4            |
| 61- and above                                   | 00               | 0.0            |
| Total                                           | 54               | 100.0          |
| <b>Marital status</b>                           |                  |                |
| Never married                                   | 4                | 7.4            |
| Married                                         | 36               | 66.7           |
| Separated                                       | 11               | 20.4           |
| Windowed                                        | 3                | 5.6            |
| Total                                           | 54               | 100.0          |
| <b>Highest level of education qualification</b> |                  |                |
| Did not finish class eight                      | 00               | 0.0            |
| Primary certificate                             | 12               | 22.2           |
| Secondary certificate                           | 18               | 33.3           |
| College certificate                             | 14               | 25.9           |
| College diploma                                 | 3                | 5.6            |
| University undergraduate degree                 | 7                | 13.0           |
| Total                                           | 54               | 100.0          |
| <b>Occupational status</b>                      |                  |                |
| Unemployed                                      | 15               | 27.8           |
| Casual employment                               | 14               | 25.9           |
| Permanent employment                            | 8                | 14.8           |
| Self-employment                                 | 17               | 31.5           |
| Total                                           | 54               | 100.0          |

The results in Table 4.2 showcase that 20(37%) respondents were male and 34(63%) were female. Regarding age bracket, larger part of the parents 23(42.6%) were between 31-40 years, followed by 19(35.2%) falling betwixt 41-50 years. The least were 4(7.4%) and their age ranged between 51-60 years. The findings coincide with the observations presented by

Wambui in 2015 that, in public secondary schools in Meru County, there were more female parents than the males although the majority of them were in the age bracket of 40-50 years.

Most of the parents were married 36(66.7%), 11(20.4) had separated, 4(7.4%) were not married and only 3(5.6%) were windowed. This is in consensus with Thuba (2018) who found that 75.6% of parents were married while 9.2% were windowed. Concerning the level of education, 18(33.3%) had a secondary school certificate, 14(25.9%) had college certificate and 12(22.2%) had primary school certificate, 13% had a bachelor's degree and 5.6% a diploma. The results disagree with the observation done by Mwichiria (2016) who observed that majority of parents in Tigania west sub-county were primary school leavers. The results also indicated that 17(31.5%) were self-employed, 15(27.8%) were unemployed, 25.9% had casual employment and only 8(14.8%) were permanently employed parents. Some similar cases were also reported by Mwirichia (2016) who notices that 66.67% of parents of public day secondary schools in Tigania were self-employed.

#### **4.4.2 Demographic Characteristics of Head-Teachers**

During the interview sessions, head-teachers' education qualifications and the length of time they had served in the capacity of a head-teacher was inquired. Their opinions are presented in Table 4.3.

**Table 4.3***Demographics of Head-Teachers*

| Aspect of demography              | Description | Frequency | Percentage |
|-----------------------------------|-------------|-----------|------------|
| Length served as head-teacher     | 1-5 years   | 5         | 100.0      |
| Level of education qualifications | Diploma     | 2         | 40.0       |
|                                   | Degree      | 3         | 60.0       |
|                                   | Masters     | 0         | 00.0       |
|                                   | Total       | 5         | 100.0      |

Resultantly in Table 4.3, all the 5 head-teachers had served in their current capacity of leadership between 1-5 years. According to the displayed results, 3(60.0%) head-teachers had undergraduate degree education qualifications and only 2(40.0%) had attained a diploma. The presented results demonstrate that, head-teachers interviewed had adequate experience and requisite qualification requirements hence relevant in giving information regarding parental participation in the education of grade seven learners. Owour et al. (2022) reported a similar trend among principles who participated in their research that informed most senior learners in public school had undergraduate education qualifications.

**4.4.2 Demographic Characteristics of Grade Seven Class-teachers**

In this study, the class-teachers were asked to inform the interviewer the duration one had served as a class-teacher for the public primary school.

**Table 4.4***Demographic Characteristics of class-teachers*

|                                     | Duration served in years | Frequency | Percentage |
|-------------------------------------|--------------------------|-----------|------------|
| Service duration as a class-teacher | 1                        | 1         | 12.5       |
|                                     | 2                        | 6         | 75.0       |
|                                     | 16                       | 1         | 12.5       |
|                                     | Total                    | 8         | 100.0      |

As given in Table 4.4, 6(75.0%) class-teachers had served in the leadership capacity of a class-teacher for two years and 1(12.5%) for a duration of one and 16 years respectively. The professional experience sufficed the study with needed inferences on PI in education affairs of their children.

#### **4.5 Results on Parental Provision of Basic Needs and Academic Performance**

The concept of parental provision of basic needs constituted the research first objective. The parameters that were assessed to underpin this construct in the research were provision of basics such as water, diet and bedding, provision of school fees, medical needs, conducive learning environment at home, provision of learning materials and guidance of learners from bad company by parents. The quantitative views to parents were in a 5-level Likert scale and each sampled parent was expected to give their perception by ticking how they feel about each of them. 1 represented strongly disagree, 2 for disagree, 3 for neutral, 4 for agree and 5 was coded to represent strongly agree.

In describing and elucidating the results from the grade seven parents, in this hand, agreed and strongly agreed was termed to represent an agreement status, on the other hand, disagreed and strongly disagreed respondents were termed to stand in for disagreement status. The head-teachers and class-teachers also gave their opinions, and the results are incorporated together with the descriptive findings. This was also the case for the focused group discussions responses given by the grade seven learners. The coding for both interview and focused group discussion results was done numerally starting from 01, 02 to the last group of respondents. Table 4.5 captures the main points for parents of learners in grade seven.

**Table 4.5***Descriptive results on parental provision of basic needs*

| Statements on Provision on basic needs<br>(N = 54)                                                                                                    | SD        | D         | N         | A         | SA        | Mean | S.<br>Deviation |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|------|-----------------|
| I provide clean water, nutritional diet and warm bedding to my children                                                                               | 2(3.7%)   | 5(9.3%)   | 3(5.6%)   | 22(40.7%) | 22(40.7%) | 4.06 | 1.089           |
| I support my children through providing school fees                                                                                                   | 3(5.6%)   | 0(0.0%)   | 8(14.8%)  | 25(46.3%) | 18(33.3%) | 4.02 | 1.000           |
| My child has never been sent home to collect school fees                                                                                              | 11(20.4%) | 15(27.8%) | 20(37.0%) | 2(3.7%)   | 6(11.1%)  | 2.57 | 1.191           |
| The medical needs of my children are well taken care of                                                                                               | 10(18.5%) | 11(20.4%) | 3(5.6%)   | 13(24.1%) | 17(31.5%) | 3.30 | 1.550           |
| Learners take breakfast in the morning before going to school                                                                                         | 6(11.1%)  | 11(20.4%) | 4(7.4%)   | 11(20.4%) | 22(40.7%) | 3.59 | 1.473           |
| Our home provide a conducive environment for children to learn after school                                                                           | 3(5.6%)   | 12(22.2%) | 8(14.8%)  | 16(29.6%) | 15(27.8%) | 3.52 | 1.270           |
| I can afford all the basic requirements such as school fees, activity fee, uniform, lunch and learning materials my child require for their education | 2(3.7%)   | 11(20.4%) | 22(40.7%) | 11(20.4%) | 8(14.8%)  | 3.22 | 1.058           |
| Provision of information and learning materials enable learners to do their homework at home                                                          | 3(5.6%)   | 2(3.7%)   | 6(11.1%)  | 21(38.9%) | 22(40.7%) | 4.06 | 1.089           |
| Provision of children guidance and protection from bad company is essential in promoting learners academic performance                                | 8(14.8%)  | 1(1.9%)   | 3(5.6%)   | 24(44.4%) | 18(33.3%) | 3.80 | 1.337           |

Table 4.5 indicates a generally level of agreement with most of sentiments posed to parents regarding how they support their grade seven learners through provision of basic needs.

This is given by the means that are generally 2.5. and above. On provision of clean water, nutritional diet and warm bedding, the study found that they were being provided as indicated by 44(81.4%). Only 7 parents (13.0%) felt they were not providing these basic needs, while, 3(5.6%) were neutral. This was supported by 33(61.1%) who agreed that leaders take breakfast before going to school although 17(31.5%) disagreed on the statement. Accordingly, the focused group discussion conducted with the grade seven learners, shows the basic needs learners required include enough food, school uniforms, shelter, books, school fees, reading tables at home and lighting sources. The results compare well with the submission made by Rokko and Bakashaba (2023) in Uganda who noted that for effective learning in school, learners need provision of clean water, fees, food, shelter, clothing, and scholastic materials although out of 10 parents, 8 of them were in a position to strive to provide these needs. This demonstrates that, still some parents struggle to meet basic needs of learners in public primary schools.

Because basic needs include learners' school fees, the study attempted to determine if parents support their children by paying school fees. The results shows that 43 (79.6%) of parents agreed, but, 3 (5.6%) disagreed while 8(14.8%) were neutral. However, parents echoed that their children were sent home to collect school fees represented by (48.2%) and 20(37.0%) who were neutral. Only few parents 8(14.8%) confessed that their children had never been sent home to collect school fees. Rokko and Bakashaba in 2023 also reported a similar trend of affairs with the reported results that, although parents strived, a good number of them were not able to clear learners' school fees on time. Rokko and Bakashaba admitted that learners were regularly asked to go back home to collect school fees in order to sustain school programs and learner learning respectively.

The research also surveyed if the medical needs of grade seven learners were taken care of. Surprisingly, 21 (38.9%) disagreed, 30 (55.6%) agreed, while 3 (5.6%) were neutral. The findings brought to light a mix of reactions showcased by a good number of parents confessing that their learners were sent home to collect school fees and being unable to provide for health necessities of grade seven learners. This shows that grade seven learners still require more support as some were getting little assistance of their basic needs. The results seem to comply with Nzeh and Akulue (2022) who noticed that good hygiene, good sleep and vaccination, was not provided for all learners in Nigeria. Epstein and Sheldon (2019) also noticed that parents struggled to ensure welfare of learners such as school fees, food, healthcare and safety due to low-income statuses.

From the results provided in Table 4.5, other basic needs parent give grade seven learners were deduced. To begin with, 15 (27.8%) of parents rebutted to provide a conducive environment for children to read after school, 14.8% were neutral and 31(57.4%) provided a conducive environment to study at home. The results contradicted the recommendations put across by Đurišić and Bunijevac (2017) which prioritized children safety and a conducive environment at home where they can learn and revise.

Parents were also asked to ascertain their ability to provide basic needs to learners in grade seven by giving their opinion on the sentiment covering basic requirements such as school fees, activity fee, uniform, lunch and learning materials. 19(35.2%) agreed they can afford, 13(24.1%) disagreed while 22(40.7%) were neutral. This indicates the struggle parents have in meeting the basic requirements for their children in school. According to the head-teachers interview, the level of commitment of parents on the provision of basic needs to their children is minimal as expounded by head-teacher number 05 who commented *‘that*

*parents pay school fees for their children with a lot of difficulties*'. Accordingly, the focused group discussions carried out with the grade seven learners underscored that, parents experienced challenges such as lack of employment and very limited pay in exchange for the casual jobs they did which hindered them from providing basic needs. This was strengthened by a statement echoed in the third focused group discussion '*High poverty levels due to lack of formal or regular employment hinder the ability of our parents to provide all basic requirements needed for our well-being*' (Focused Group Number 03). Another group emphasized, *our guardians prioritizes food and water cost due to limited pay which they get irregularly, this makes school fees and learning resources not prioritized* (Focused Group Number 07).

Despite the struggle to meet the basic requirements of their children, parents agreed that the provision of information and learning materials enable learners to do their homework at home 43(79.6%), a mean of 4.06 and standard deviation of 1.089. Parents also were in agreement that the provision of children guidance and protection from bad company is essential in promoting learners' academic performance 42 (77.7%). In support to the results, Nzeh and Akulue (2022) submitted that, parent provision of health and material needs of their children contributed towards academic performance.

The research was interested to understand the ministry of education directive on addressing parental provision of basic needs attributes. Head-teachers were asked in the interview to shed light regarding this matter and they gave out five suggestions. The study developed two themes out of the five statements recorded during the interview. These were: ministry of education direction on parent to provide basics to children and parental sensitization to take responsibility of their children basic needs. Head-teacher number 02 emphasized

*“Government officers have always encouraged us to be champions for encouraging parents to provide basic requirements by sending us to do parental sensitization through forums and parent meetings”*. The importance of enlightening parents to undertake their responsibilities and providing for their children was also featured in the findings of Ngangi (2023) that emphasized the need for training of parents on the relevance of being committed towards financing their children’ education.

Grade seven class-teachers were asked during the interviews to elaborate the impact of limited provision of basic needs on the academic performance of learners. Some critical issues raised included; causing learners to distance themselves from others, poor concentration in class, absenteeism and missing important class activities when sent home to get school fees. Class-teacher 03 emphasized *“When children are sent home regularly to get school fees, it normally denies them the chance to participate in class activities, and the results will be poor performance when given an examination”*. Another class-teacher said *“When learners are not provided with adequate basic needs, they tend to distance themselves from others which affects their academic performance negatively since they are not attentive in class”* (Class-teacher 07). These results collaborate well with what was observed by Muya in 2013, who noted that, the provision of necessary needs such as water, food, uniform and health services improves the student participation in group discussion, answering questions in class and in general education activities hence its impact on the ultimate achievement during end of term examinations.

It is unnegotiable that the results reveal existence difficulties in parents providing all the required basic needs to grade seven learners showcased that, there is limited support from the school management and government in general. Different mitigation measures for

addressing the challenges relating to parental provision of basic needs were recommended. Head-teachers suggested that conducting regular meetings in school and during such meeting, the provision of basic needs to learners be emphasized. Also, they suggested a need to engage stakeholders such as churches, NGOs, charitable organizations and the MOE to support school food program, deploy learning resources and stationery. One head-master expressed sorrowfully, *“Our school have very few teaching and learning resources, so we are doing very poorly”* (Head-teacher number 04). The head-teacher added that *“Non-Governmental Organizations and charity foundations should chip in and provide public primary school with support especially on resources for facilitating practical activities, teaching and learning resources and a lunch program to sustain needy learners”* (Head-teacher number 04). In support of the results were Muthui (2020) and Ngangi (2023) who recommended government intervention on education affairs of learners by supporting schools through providing free education and food programs.

#### **4.6 Parents’ Participation in School Meetings on the Academic Performance**

The second goal of the study was to examine the impact of parents’ participation in school meetings on the performance of learners in JS in Imenti North Sub County, Meru County, Kenya. Parents’ participation in school meetings on the achievement of grade seven learners was assessed by posing nine statements to parents with grade seven learners. The core points which drew attention in the research were the rewards of attending school meetings, invitations to school meetings, guidelines for inviting parents to school meetings, communication aspects and strategies and sensitization on importance of attending school meetings. The quantitative sentiments to parents were in a 5-level Likert scale, where, 1

represented strongly disagree, 2 for disagree, 3 for neutral, 4 for agree and 5 was coded to represent strongly agree.

In describing and elucidating the results from the grade seven parents, in this hand, agreed and strongly agreed were termed to represent an agreement status, on the other hand, disagreed and strongly disagreed respondents were termed to stand in for disagreement status. The head-teachers and class-teachers also gave their opinions, and the results are incorporated together with the descriptive findings. Head-teachers and class-teachers participated in a one-on-one interview with the researcher. The grade seven learners were grouped as per their school and eight focused group discussions took place. Their opinions and perceptions on this objective, were assessed and integrated into the discussion with verbatim coded as 01, 02 and so on. Table 4.6 summarizes observations from parents with grade seven learners.

**Table 4.6*****Descriptive results on parents' participation in school meetings***

| Statements on parents' participation in school meetings (N = 54)                                                                                                 | SD(1)        | D(2)          | N (3)         | A(4)          | SA(5)         | Mean | S. Deviation |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|---------------|---------------|---------------|---------------|------|--------------|
| My attendance to school educational days is rewarding                                                                                                            | 7<br>(13.0%) | 5<br>(9.3%)   | 2<br>(3.7%)   | 21<br>(38.9%) | 19<br>(35.2%) | 3.74 | 1.376        |
| I receive invitations to attend school fundraising days                                                                                                          | 5<br>(9.3%)  | 8<br>(14.8%)  | 14<br>(25.9%) | 16<br>(29.6%) | 11<br>(20.4%) | 3.37 | 1.233        |
| Our school has clear guidelines on how parents are invited to the school annual general meetings                                                                 | 5<br>(9.3%)  | 7<br>(13.0%)  | 4 (7.4%)      | 22<br>(40.7%) | 16<br>(29.6%) | 3.69 | 1.286        |
| Communication regarding school meetings is communicated to all parents in a timely manner                                                                        | 6<br>(11.1%) | 9<br>(16.7%)  | 5<br>(9.3%)   | 17<br>(31.5%) | 17<br>(31.5%) | 3.56 | 1.383        |
| Parents are sensitized on the importance attending school meetings                                                                                               | 7<br>(13.0%) | 5<br>(9.3%)   | 3<br>(5.6%)   | 22<br>(40.7%) | 17<br>(31.5%) | 3.69 | 1.357        |
| The school has a clear communication strategy for involving parents on school meetings                                                                           | 8<br>(14.8%) | 12<br>(22.2%) | 6<br>(11.1%)  | 11<br>(20.4%) | 17<br>(31.5%) | 3.31 | 1.490        |
| My participation in school activities has a lot of significance on the education of my children                                                                  | 2<br>(3.7%)  | 4<br>(7.4%)   | 1<br>(1.9%)   | 31<br>(57.4%) | 16<br>(29.6%) | 4.02 | .981         |
| My involvement in school activities keeps me informed on the progress of my children education                                                                   | 3<br>(5.6%)  | 4<br>(7.4%)   | 3<br>(5.6%)   | 20<br>(37.0%) | 24<br>(44.4%) | 4.07 | 1.147        |
| During school meetings, I get an opportunity to talk to the class teacher on the strengths and weaknesses of my child hence improving their academic performance | 3<br>(5.6%)  | 9<br>(16.7%)  | 3<br>(5.6%)   | 18<br>(33.3%) | 21<br>(38.9%) | 3.83 | 1.270        |

Table 4.6 is showing that parents for grade seven learners were generally in agreement with most sentiments posed regarding participation in school meetings portrayed by mean values greater than 3.3. Table 4.6 indicates that parents' attendance to school educational days is rewarding as represented by 40(74.1%) responses that agreed with only 12(22.3%) disagreeing. It is further demonstrated by the nature of responses received from parents who felt that being involved in school activities has a lot of significance on the education of their children with a high mean value of 4.02.

Furthermore, parents felt that, their involvement in school activities keeps them informed on the progress of their children' education (mean of 4.7 and a standard deviation of 1.147). Grade seven parents also felt that, during school meetings, parents get an opportunity to talk to the class-teacher on the strengths and weaknesses of their child hence improving their academic performance 39(72.2%) and a mean of 3.83. The level of agreement indicates a notable influence of parental participation in school meetings on the learning achievement of learners in JS in Imenti-North.

This hinted on the significance of strengthening parental participation in school meetings in order to enhance its contribution in influencing academic performance of learners. The influence of attending school meetings was also reported by Seni and Onyango (2020) whose results showcased that participation in school meeting enable parents discuss with teachers on matters relating to school targeted performance and how it would be achieved. In consensus, Kwarteng et al. (2022) also submitted that parent's availability in school meetings enabled them have close one-on-one communication with the school heads and class teacher and this made them discover their children's abilities, strengths and weaknesses which helped in getting strategies to achieve improved performance.

Regarding communication aspects and practices adopted to ensure parental participation in school meetings; results inform that parents receive invitations to attend school fundraising days 26(50.0%). The schools also has clear guidelines on how parents are invited to the school annual general meetings (AGMs) as represented by 36(70.3%) of those who are in agreement with only 12(22.3%) disagreeing. Parents also perceived that communication of school meetings to all parents is done in a timely manner 34(63.0%). Another notable practice was that, parents are sensitized on the importance of attending school meetings 39(72.2%) and only 12(22.3%) people felt that it was not so. However, a diversion of reactions was noted when parents were asked to state their opinion if there is a clear communication strategy for involving parents on school meetings as indicated by 27(51.9%) who agreed and 20(37.0%) and a mean of 3.31. This diversion of opinions communicates a need to streamline communication strategies and channels in order to improve parental participation in school meetings. Đurišić and Bunijevac in 2017 also put a lot of emphasis that communication dimensions such as channels, timing, strategies, mode, awareness, feedback and parent education on importance of their involvement were very crucial for effective participation of guardians in meetings.

Class-teachers for grade seven learners were asked to expound on the different ways the school supported parents' involvement in school meetings. Some of the notable avenues included scheduling academic clinics, school parent meetings and annual general meetings. In view of the reported findings, Nzeh and Akulue (2022) provided diverse opinions that in Nigeria, the major avenue for involving parents in scheduled meetings was through the parents- teachers association (PTA). Notably, one class-teacher retrograded that, *“in our school, we have provided an environment that is welcoming to parents through*

*implementing good reception and engagement of parents during discussions, this motivates them to actively participate in scheduled meetings*” (Class-teacher 02). Similarly, this was emphasized by Coşkun and Katıtaş (2021) who pointed out that parental self-efficacy and developing a respectable and welcoming school culture motivates parental attendance and heeding to calls. Additionally, parents were motivated to partake school meetings through being sensitized on the importance of their involvement. This was strengthened by the statement given by Class teacher 01, *“Parents are enlightened on the significance of their involvement in their children wellbeing while at school”*.

Considering that parents’ participation in school meetings is primary driver in improving the academic achievement of learners in JS; head-teachers were asked to explain the steps taken by their schools in ensuring and enhancing parental involvement and participation in school meetings. The head-teachers suggested ten opinions which were consolidated to form two themes. These were: planning and scheduling meetings and communication strategies and channels which included composing bulk messages and sending to parents’ contacts, making calls to parents to invite them to school meetings and involving the school PTA chairperson to mobilize and remind parents to attend scheduled meetings. On this aspect, a head-teacher commented, *“our school also crafts an individualized written letter and give it to a learner to remind or ask a parent to attend a school meeting”* (Head-teacher 05). These findings compliment the suggestions given by Đurišić and Bunijevac (2017) in order to ensure effective communication and win attendance of parents in school meetings. Đurišić and Bunijevac (2017) suggested channels of communication were: a child sent home with a note/flyer about important events, a school website, video conferences, memos, phone calls and newsletters.

The head-teachers were requested to tell the different ways parental participation in school meetings contributed to learners' academic performance. From the responses given, most head-teachers said that is a good platform through which parents discuss how their children are faring on academically and come up with resolution on their improvement, and that parent-teacher-learner discussion about their academics improves learner self-esteem hence their academic performance. Moreover, Head-teacher 04 explained that *“Parent, teacher and learner one-on-one discussion about academics enables the learner to set targets, record them and do monitoring ensuring in the long-run, the learner achieves progress”*. Additionally, different opinions by Mugumya et al. in 2023 showcased that, parents' avail lance in meetings provided an opportunity for them to meet with subject teachers and discuss learners' progress, behavior and health matters of their children which was considered a tool for fighting poor performance. This demonstrates the impact and contribution of parent participation in school meetings on the learners' achievement, hence a need for strengthening.

Despite the noticed contribution of parents' participation in school meetings in improving grade seven learners' achievement; the extent of participation was expressed by both class-teachers and learners to be hindered by a couple of challenges. Both class-teachers and learners expressed that participation in meetings was limited by lack of interest among the parents, ignorance, lack of time due to engaging casual and self-employment engagement, sickness and inappropriate school leadership styles which discourage parental participation. Class-teacher number 07 lamented that, *“many learners are taken care by their grandparents other than their parents and this poses a lot of challenges on parent attendance to scheduled meetings”*. Focused group discussion 03 added *‘our guardians*

*do casual jobs every day and when they forfeit this and dedicate a day for school activities, we sleep hungry''*. This identified potential for enhancement.

In place to confront these challenges, the class-teachers went further to propose ideas to improve parental participation in school meetings. The respondents suggested seven opinions and one theme was hence developed out of the suggestions. These included: parents' education and enlightenment. On this aspect, class-teacher number 06 commented, *"Parents need to be educated on the significance of their participation in school meetings"*. This was backed by another statement from a teacher who alluded that *"there is need for creating awareness that the competency-based curriculum involves the parents, teachers and learner collaboration and when the parent understand this, they will not relent from attending scheduled meetings"* (Class-teacher 04).

The interview results were in consensus with the opinions suggested by grade seven learners in bid to solicit solutions on the hindrances to parents' participation in school meetings. Some solutions echoed emphasized parent education and enlightenment. A unique solution was featured in the sixth focused group discussion which opined that *'apart from enlightening parents on the significance of their participation in school meetings, head-teachers should strictly adhere to time, organize short meeting rather than parents spending the whole day in the school. This way, parents will be motivated that they will be able to resume their work activities after school meetings'* (Focused Group Discussion 06). These pose implications on the need to enlighten, sensitize, create awareness, educate, empower and equip parents with knowledge to help them appreciate CBC learning curriculum and their contribution towards their children education. In conjunction, Saeki et al. (2019) similarly noted that, educating parents on the

needfulness of parental involvement and revamping existing school policies to include parental involvement is necessary to win parent participation in school meetings.

The results from class-teachers were remarkably consistent with the report given by the grade seven learners. Findings seem to put much emphasis on the class-teachers to work closely with parents by attending scheduled meetings in order to discuss academic affairs of their children. The results also emphasize a great need to adopt appropriate leadership styles such as participatory and transformational styles to help parents feel accommodated during school meetings. In support, were the results documented by Coşkun and Katıtaş (2021) who echoed that developing a respectable, welcoming and participatory school culture through supportive leadership was critical in winning parents' availability, contribution and active participation on school scheduled meetings.

#### **4.7 Parents' Participation in Academic and Homework Supervision**

The third objective in the study aimed to determine the influence of parents' academic and homework supervision on the achievement of learners in JS in Imenti North Sub County. Participation in academic and homework supervision telnets were evaluated to gauge their influence on the academic success of grade seven learners in Imenti North Sub-county. This construct aimed to assess if parents with JS learners check homework, provide materials for homework, providing a conducive environment at home and identify child's area difficulties.

To gauge parents' participation in academic and homework supervision, parents with learners in grade seven, gave out information and views by ticking the given questionnaires. Some of the featured aspects featuring dimensions of academic and

homework supervision covered; supervising and helping in doing their homework at home, check my child's homework every day, provision of required assignments and homework materials, provision of reading room that is equipped with a table, chair and lighting and the impact academic and homework supervision aspects has on grade seven learners' performance.

The quantitative sentiments to parents were in a 5-level Likert scale, where, 1 represented strongly disagree, 2 for disagree, 3 for neutral, 4 for agree and 5 was coded to represent strongly agree. In describing and elucidating the results from the grade seven parents, in this hand, agreed and strongly agreed was termed to represent an agreement status, on the other hand, disagreed and strongly disagreed respondents were termed to stand in for disagreement status.

Descriptive results featuring frequencies, mean values and standard deviation informed the summary of the obtained results. Head-teachers and class-teachers participated in a one-on-one interview with the researcher. The grade seven learners were grouped as per their school and eight focused group discussions took place. Their opinions and perceptions on this objective, were assessed and integrated into the discussion. Table 4.7 summarizes replies received from parents with grade seven learners.

**Table 4.7***Descriptive results on parents' participation in academic and homework supervision*

| Statements on parents' participation in academic and homework supervision (N = 54)                                                                             | SD(1)         | D(2)          | N (3)         | A(4)          | SA(5)         | Mean | S. Deviation |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|---------------|---------------|---------------|---------------|------|--------------|
| I like supervising and helping my children in doing their homework at home                                                                                     | 3<br>(5.6%)   | 4<br>(7.4%)   | 16<br>(29.6%) | 21<br>(38.9%) | 10<br>(18.5%) | 3.57 | 1.057        |
| I check my child's homework every day after they come from school                                                                                              | 8<br>(9.3%)   | 7<br>(13.0%)  | 10<br>(18.5%) | 16<br>(29.6%) | 13<br>(24.1%) | 3.35 | 1.376        |
| Guiding my children in their homework has made me understand and identify the weak areas in my children                                                        | 7<br>(13.0%)  | 3 (5.6%)      | 8 (9.3%)      | 23<br>(42.6%) | 13<br>(24.1%) | 3.59 | 1.281        |
| Participating in children's education and school work supervision, have made my child to get along well in performing activities they were unable to do before | 2<br>(3.7%)   | 2<br>(3.7%)   | 10<br>(18.5%) | 24<br>(44.4%) | 16<br>(29.6%) | 3.93 | .988         |
| My participation in guiding my children on school work and assignments make them feel encouraged to do well academically                                       | 2<br>(3.7%)   | 5<br>(9.3%)   | 8<br>(14.8%)  | 20<br>(37.0%) | 19<br>(35.2%) | 3.91 | 1.103        |
| The provision of required assignments and homework materials at home boost children learning morale                                                            | 2<br>(3.7%)   | 1<br>(1.9%)   | 6<br>(11.1%)  | 23<br>(46.6%) | 22<br>(40.7%) | 4.15 | .960         |
| I only give permission for children to study at home when there is no work to give them                                                                        | 10<br>(18.5%) | 23<br>(42.6%) | 5<br>(9.3%)   | 8<br>(14.8%)  | 8<br>(14.8%)  | 2.65 | 1.348        |
| I usually go through my children books to know what topics were covered on each subject                                                                        | 11<br>(20.4%) | 16<br>(29.6%) | 4<br>(7.4%)   | 14<br>(25.9%) | 9<br>(16.7%)  | 2.89 | 1.436        |
| I do not have time to assist and participate in my children learning                                                                                           | 16<br>(29.6%) | 19<br>(35.2%) | 14<br>(25.9%) | 3 (5.6%)      | 2 (3.7%)      | 2.19 | 1.047        |
| I provide children with a reading room that is equipped with a table, chairs and lighting                                                                      | 6<br>(11.1%)  | 7<br>(13.0%)  | 7<br>(13.0%)  | 17<br>(31.5%) | 17<br>(31.5%) | 3.59 | 1.353        |
| The nature of my job does not allow me to help children in doing their homework at home                                                                        | 7<br>(13.0%)  | 16<br>(29.6%) | 7<br>(13.0%)  | 13<br>(24.1%) | 11<br>(20.4%) | 3.09 | 1.377        |
| It is not my duty to ensure school homework and assignments are done by the child                                                                              | 19<br>(35.2%) | 24<br>(44.4%) | 4 (7.4%)      | 4 (7.4%)      | 3 (5.6%)      | 2.04 | 1.115        |

Table 4.7 displays that parents with learners in grade seven were in consensus with most of the sentiments posed regarding their participation in academic and homework of their children and how this influences the learners' achievement. This is showcased by mean values which were greater than 2.5 for most of the statements. Specifically, parents agreed to a greater extent that the provision of required assignments and homework materials at home boost children learning morale when 45(87.3%) agreed (mean = 4.15, standard deviation .960). This was followed by 40 (74%) of parents who agreed that participating in children's education and school work supervision, have made their children to get along well in performing activities they were unable to do before.

39(72.2%) of the respondents moreover, were of the opinion that their participation in guiding their children on school work and assignments make learners to feel encouraged and henceforth do well academically. Grade seven learners also appreciated that guiding their children in their homework made them understand and identify different weak areas 36(66.7%) and that they provided learners with a reading room that is equipped with a table, chair and lighting at home (mean = 3.59). furthermore, the opinion on parents liking supervising and helping in homework at home was represented by 31(57.4%) who agreed while 16(21.6%) were neutral about this sentiment.

The parents expressed their dissatisfaction on the aspect indicating it is not their duty to ensure school homework and assignments are done by their children (mean=2.04) where 43(79.6%) disagreed. Consequently, 35(64.8%) of the parents felt that they have time to assist and participate in their children learning at home (mean= 2.19). This expresses that parents recognize how paramount their participation in children's homework is. However,

mixed reactions were noticed on the sentiment meant to gauge if parents usually go through their children's books to know what topics were covered on each subject as indicated by 27(50.0%) of those who disagreed and 23(42.6%) who agreed. This presents that not all parents go through learner's books every day to check what they were taught. This therefore implicates the need for improvement.

Notably, 24 (44.5%) parents echoed that the nature of their job does not allow them to help children in doing their homework at home while those who were comfortable were 23(42.6%). This expresses that some engagement parents have limit their commitment to education affairs of their children. Otherwise, 18(29.6%) parents with grade seven learners confessed that they only give permission for children to study at home when there is no work to give them. This has implication in educating and empowering parents to appreciate the significance of their children education hence allocate them time to study while at home. The results do not match with the reiterations put by Wang (2022) that parents to a greater extend participated in guiding pupils to do homework and actively gave their children time to study at home as well as allocating a study room, table, chair and lighting.

The above results have enlightened the ratings from parents of learners in grade seven on various aspects regarding participation in academic and homework were reasonable. The notices dimensions of agreement communicate some contribution and proactiveness in the education affairs of learners. This hinted on the significance of each parameter that showcase the aspect of parent participation in academic and homework supervision in influencing learners' academic achievement. This was also appreciated by Wei et al. (2019) that parents contribution in academic supervision of their children showcased their

commitment, love for education, need for their children to achieve their prospective careers and responsible behavior.

The results also hint that parents were making reasonable efforts to participate in the education of their children. Some of the noted aspects include: providing learners with a reading room that is equipped with a table, chair and lighting at home and recognizing it is their duty to ensure school homework and assignments are done by their children. The focused group discussions also required the grade seven learners to specify how parents and guardians contributed to learners academic and homework supervision. Some aspects given were: asking if learners were given homework, checking completed homework and providing resources required for given homework. Focused group discussion 08 illustrated *‘Guardians and cousins sit with us and takes us through the homework to ensure we fill the required answers correctly’*. Differently, Erdem and Kaya in 2020 felt that, parent may be engaged in helping their child in doing homework or participating in outdoor learning activities such as taking them to a museum. However, close to a half of the population of respondents admitted they did not go through their children’s books to know what topics were covered on each subject while others only gave permission for children to study at home when there is no work to give them.

Parents’ participation in academic and homework supervision had a contributory role in learners academic such as boosting learners’ morale, being in a position to perform activities they were unable to do before and enabling parents to understand and identify different weak areas. The class-teachers were hence asked in the interview to state their role in ensuring parents children get involved in the academic and homework supervision of their children. From the responses given, class-teachers said that, they advocate for

parent involvement, reward learners who do well, recognize parents who support learners and do follow-up activities by reaching to specific parents. Class-teacher 05 explained that *“my role is to give the learner homework activities and tasks that require parent’s assistance and guidance”*. In addition, another class teacher emphasized *“I regularly check the learners’ books and invite parents of those who have not completed the homework to school for a discussion”*. This expresses that class-teachers were actively participating in ensuring parents take responsibility of guiding learners on academic affairs as insisted by another one *I take advantage of planned academic clinics for my class and when doing one-on one discussion about the academic performance with their children, I emphasize to the parent the expectations of the CBC curriculum hence call them to take responsibility.* (Class-teacher number 01).

Noticing the contribution of parents’ participation in academic and homework supervision on the achievement of grade seven learners, head-teachers were requested to give ideas on how they motivate parents to be involved in the academic and homework supervision of their children. The respondents reported to motivate parent involvement by investing in educating parents on their responsibilities to their children, conducting awareness programs, campaigning for learners needs and recognizing responsible parents during educational meetings. Other suggested parameters adopted by the schools to motivate parents to oversee homework at home was asking and sending the learners to sit down with their parents to do homework. Head-teacher number 03 explained that *“We give assignments that require parent participation and the following day we make follow ups if parents really took their time to supervise their children in doing homework”*.

The head-teachers results also provided outstanding results that the public primary schools encountered challenges in achieving parental involvement in academic and homework supervision. This was indicated by all the five interviewed. From the responses given, it was clear that some of the challenges experienced ranged from parent lack of interest, parents' ignorance, lack of time due to the nature of their jobs and that most parents lack ideas of what the homework given is all about. Seemingly, head-teachers' inferences were in tandem with grade seven learners stated issues during the focused group discussion. Some of the hindrances learners submitted were parents being uneducated, busy schedule of parents, family stress due to inability to meet basic needs and very engaging jobs. This was strengthened by the answer given by focused group 02 stating *'most of our parents are old, they just finished class eight and is not familiar with the current education system hence he struggles to be of help in homework and assignment supervision'*. Additionally, one head-teacher lamented that *"Many of our parents here are not elites, their parents went to town to look for a living hence most learners stay with their grandparents who are not even learned: this is a serious challenge and we don't have a solution for it"* (Head-teacher number 01). The results of Adunola and Nwanneka (2022) attributed low parent participation in academic and homework supervision to limited enthusiasm, commitment, self-efficacy, perceptions, attitudes, high poverty and low educational levels.

Head-teachers were also asked to suggest solutions to achieve parent participation in academic and homework supervision. Seven responses were given, and the researcher consolidated them to form two themes: sensitization of parents and communicating the need for parent involvement in education of grade seven learners. This was emphasized by one head-teacher who said *"it is not enough to create awareness and remind parents about*

*their responsibilities to providing basic needs, learning materials, school fees and attending meeting but there is great need for them to be enlightened to understand why they need to be involved in the academic affairs of learners especially with our new competency-based curriculum“(Head-teacher number 03).* A similar question was posed to the learners during the focused group discussions and it stood out that teachers needed to give clear instructions and directions of how the parent was to be helpful or contribute in a given assignment. In conjunction to reported results, both Seni and Onyango (2020) and Mugumya et al. (2023) spotted that, sensitization, enacting parental involvement policies and creating awareness on the need for parental involvement were critical parameters for overcoming the poor level of participation of guardians on academic of learners.

The results from parents and head-teachers also show coherence with grade seven learners’ reiterations. Results accentuate essence for teachers to collaborate with both parents and learners, ensuring parents understand the need for their involvement. The most adopted strategies in the public primary schools were; one-on-one meetings with the class-teacher, school meetings and academic clinics. Teacher-parent- learner relationship was also acknowledged as a pre-condition for meeting efficient academic and homework requirements.

#### **4.8 Parents’ Participation in School Decision-Making on the Academic Performance**

The last objective assessed the influence of parents’ participation in school decision-making on the academic performance of learners in junior secondary school in Imenti North Sub County, Meru County, Kenya. This construct assessed if parents with JS learners

provide facilities and infrastructure advisory, advice on financial management, give ideas on teaching curriculum, get involved in the hiring of staff, participation in PTA, school advisory committees, school protection associations and disciplinary committees. The study also assessed the influence of the above stated practices on the academic achievement of JS learners in public primary schools.

In order to determine the extent of parent' participation in academic and homework supervision, parents with learners in grade seven, gave out information and views by ticking the given questionnaires. The quantitative sentiments to parents were in a 5-level Likert scale, where, 1 represented strongly disagree, 2 for disagree, 3 for neutral, 4 for agree and 5 was coded to represent strongly agree. In describing and elucidating the results from the grade seven parents, in this hand, agreed and strongly agreed was termed to represent an agreement status, on the other hand, disagreed and strongly disagreed respondents were termed to stand in for disagreement status.

Descriptive results featuring frequencies, mean values and standard deviation informed the summary of the obtained results. Head-teachers and class-teachers participated in a one-on-one interview with the researcher. The grade seven learners were grouped as per their school and eight focused group discussions took place. Their opinions and perceptions on this objective, were assessed and integrated into the discussion. Table 4.8 showcases reply received from parents with grade seven learners.

**Table 4.8***Descriptive results on parents' participation in school decision-making*

| Statements on parents' participation in school decision-making (N = 54)                                              | SD(1)         | D(2)          | N (3)         | A(4)          | SA(5)         | Mean | S. Deviation |
|----------------------------------------------------------------------------------------------------------------------|---------------|---------------|---------------|---------------|---------------|------|--------------|
| I am aware of the different avenues parents get involved in making school decisions                                  | 1<br>(1.9%)   | 7<br>(13.0%)  | 14<br>(25.9%) | 25<br>(46.3%) | 7<br>(13.0%)  | 3.56 | .945         |
| I have participated in school activities where I have given contributions hence influence school decision-making     | 6<br>(11.1%)  | 6<br>(11.1%)  | 12<br>(22.2%) | 23<br>(29.6%) | 7<br>(13.0%)  | 3.17 | 1.299        |
| Parents are invited to participate in school advisory committees                                                     | 7<br>(13.0%)  | 3 (5.6%)      | 8 (9.3%)      | 23<br>(42.6%) | 13<br>(24.1%) | 3.35 | 1.184        |
| Our school invites parents to give their input on hiring of teaching and non-teaching staff                          | 7<br>(13.0%)  | 15<br>(27.8%) | 8<br>(14.8%)  | 21<br>(38.9%) | 3<br>(5.6%)   | 2.96 | 1.197        |
| Our school gives parents an autonomy to contribute their views on staff professional development                     | 7<br>(13.0%)  | 16<br>(29.6%) | 12<br>(22.2%) | 16<br>(29.6%) | 3<br>(5.6%)   | 2.85 | 1.156        |
| We have an active PTA body which represents parents affairs to the school management                                 | 5<br>(9.3%)   | 10<br>(18.5%) | 10<br>(18.5%) | 20<br>(37.0%) | 9<br>(16.7%)  | 3.33 | 1.129        |
| I have a say and contributions towards the renovation and development of school infrastructure and resources         | 11<br>(20.4%) | 15<br>(27.8%) | 9<br>(16.7%)  | 14<br>(25.9%) | 5<br>(9.3%)   | 2.76 | 1.302        |
| Parents representatives are allowed to give the school management advice on financial management aspects             | 6<br>(11.1%)  | 11<br>(20.4%) | 6<br>(11.1%)  | 18<br>(33.3%) | 13<br>(24.1%) | 3.39 | 1.352        |
| Parents in my school have been made aware on the importance of getting involved in school decision-making            | 5<br>(9.3%)   | 4 (7.4%)      | 12<br>(22.2%) | 25<br>(46.3%) | 8<br>(14.8%)  | 3.50 | 1.129        |
| I receive invitations to represent other parents on school meetings                                                  | 13<br>(24.1%) | 16<br>(29.6%) | 7<br>(13.0%)  | 10<br>(18.5%) | 8<br>(14.8%)  | 2.70 | 1.409        |
| During school meetings, parents are allowed to talk and contribute their ideas on academic aspects of their children | 3 (3.6%)      | 1 (1.9%)      | 2 (3.7%)      | 22<br>(40.7%) | 26<br>(48.1%) | 4.24 | 1.027        |

The findings are indicating the extent of parents' involvement, the different avenues parents get involved in school decision-making and their significance in the achievement of learners. With reference to the results displayed in Table 4.8, it is apparent that close to three quarter of parents with grade seven learners, 48(88.8%), agreed that parents are allowed to talk and contribute their ideas on academic aspects of their children during school meetings as represented by a mean of 4.24. 32(59.3%) agreed that they were aware of the different avenues' parents get involved in making school decisions although 8(14.9%) disagreed while 14(29.4%) were neutral. This discovery demanded an investigation to uncover if parents understood the importance of getting involved in school decision-making. On this sentiment, the results indicated that 33(61.1%) of the parents perceive the needfulness of participating in school decision-making, 9(16.7%) disagreed; meaning, they do not know the needfulness of their engagement, while 12(22.2%) were neutral.

The above answer may explain why, 12(22.2%) of parents with grade seven learners said that they have not participated in school activities where they have given contributions that influence school decision-making while 12(22.2%) chose neutral. Seamlessly, slightly more than a half of the population, 29(53.7%) lamented that they did not receive invitations to represent other parents on school meetings. The inability for parents to receive invitations to meetings where decisions are made affects the manner of involvement and participation.

The act of not receiving invitations coupled with varied participation in school activities where parents can contribute ideas to influence important decision may also attribute to disparities regarding the different activities that require parent input. Table 4.8 unveils that in this exploration, 17(31.5%) of the results demonstrate cases recorded on parents not giving the school management advice on financial management aspects, and parents not contributing towards the renovation and development of school infrastructure and resources as indicated by 26 (48.2%). The results do not align with the report presented by Roque (2023) who informed that in Philippines parents got involved in different dimensions associated to the school such as, decision-making on educational matters, employment of teachers, determining course books, deciding on appropriate equipment for purchase, in evaluating the standards of in-use curriculum, student's evaluation, school finance management and professional development plans of the educators.

The failure for parents to receive notifications and understand the value and benefit of participating in school decision-making may explain why 22(40.8%) said that the school did not invite parents to give their input on hiring of non-teaching staff. Only 19(35.2%) admitted that their school gives parents an autonomy to contribute their views on staff professional development, while, 12(22.2%) were neutral. Consequently, 26(48.2%) parents admitted not to have a say and contributions towards the renovation and development of school infrastructure and resources while 12(22.2%) were neutral. Differently, Roque (2023) noticed that parents engaged in decision-making on matters surrounding educational matters, employment of teachers, determining course books, deciding on appropriate equipment for purchase, evaluating the standards of in-use

curriculum, student's evaluation, school finance management and professional development plans of the educators.

This shows that parents with grade seven learners mostly participate in school decision-making on matters regarding the academic affairs of their children 46(88.8%, mean of 4.24) as compared to other pertinent matters. An interview with the head-teachers required them to explore the different avenues through which parent participation in decision-making was realized and some of stances included education days, mid-term meetings, academic clinic days and during school annual general meetings. Head-teacher 04 emphasized that, "*in our school, we realize parental participation in school decision-making majorly on the educational affairs of their children*". This was supported by the words of one head-teacher who informed that "*parents are ignorant of the different areas they can contribute their ideas that will contribute in creating a conducive school environment in the school and instead, are just interested with their children performance*" (Head-teacher 03). This could be attributed to less exploration of the avenues where parents' ideas and contributions are needed. The results showcase a closely similar situation in Germany as revealed by Gülcan and Duran (2018) that parental involvement in decision-making had significance impact on learners' achievement although there were ambiguities on how, and at which level will the parents be involved in decision-making process.

Although slightly more than a half of parents 29(53.7%) agreed that the public primary schools have an active PTA body which represents parents' affairs to the school management, 15(27.8) of them disagreed with this statement while 10(18.5%) were neutral. This implicates that, although the public primary schools may have parents'

representatives, their proactiveness in representing the affairs of fellow parents was perceived by the respondents with some reservations.

Both head-teachers and class-teachers were required to explain the different ways PI in school decision-making contributed to learners' achievement. The study received twelve suggestions which the researcher scrutinized them inductively in order to create themes. These included: appreciating the school environment, ownership of decision-made, improved attitude and perception towards the school and infrastructure, facility and resource provision. Head-teacher 05 added that *"parents' participation on school decision-making helps children through their parents to be able to own the decision-made by the school management and this improves their attitude and perception towards the school, teachers, which are critical factors to learner concentration in their academics"*. In consensus class teacher 07 and 003 insisted that *"involving parents participation in school-decision-making in matters related to academics like improving the contact hours between learners and teachers, contribute to the improvement in learners achievement"*. These views can be enumerated to showcase the aftermath PI in decision-making poses on the success of learners in public primary schools. Results support the observations reported by Baraki and Gori (2022) who observed that guardian's involvement in decision making at school, helped the schools achieve higher grades in test scores, improve learner attendance and motivation.

Moreover, a question was posed to head-teachers and grade seven learners who were expected to give their suggestions on the challenges or hindrances to parent' involvement in school-decision-making at their respective institutions. Grade seven learners notified

that their parents lacked commitment, were not always available due to the nature of their jobs, were not educated, were discouraged by the school leadership, had negative energy and negative political interference and not taking serious the invitation to school meetings. Focused Group Discussion 01 emphasized *‘our parents are not educated and therefore are much helpful in other school related activities but not guiding us on the assignments and homework we are given to undertaken at home, unless if it involves storytelling and practical activities’*. For the head-teachers, their responses hinted that, the challenges that hindered involvement in school decision-making included; parent lack of exposure and knowledge, ignorance, lack of commitment and negative parental politics and ruin. The results differ with those articulated by Mabena et al. (2021) who submitted that the hindrances to parental involvement included: unconducive school environment, negative school culture, unwelcoming school management, poor communication channels and parent’s attitudes towards school activities.

Similarly, the class-teachers were asked during the interview to describe the measures they feel can be of significance to improve the parental involvement in school decision-making. From the responses given, most class-teachers stressed on, Educating parents on the importance of education and participation in school matters, selecting champion parents to educate their fellows, strengthening parent representative committee by bringing on board representative who have interest on the performance of learners, developing open communication and feedback practices, exploring and educating parents on different decision making avenues apart from academic matters such as infrastructure, resources, school welfare and discipline. Class teacher number 08 added *there is need for school leadership to have clear open communication and feedback strategies; this will ensure that*

*the parents have an appropriate channel for bringing their views.* For Magwa and Mugari (2017) they felt that the hindrances to parent involvement in decision-making required developing and strategizing on communication channels to reach parents and empowering them with information about their need for involvement.

#### **4.9 Academic Performance of Learners in Junior Schools**

Academic achievement of grade seven learners stood as the dependent construct in the inquiry. This research referenced academic success to be evidenced by effective communication and reading skills, attained scores in tests, end term results and KPSEA examination and also the average scores attained every term among JS learners. Ideas were gathered from the parents, learners themselves and the class-teachers featuring the achievement status, challenges and challenging issues among JS learners. The head-teachers' qualitative responses from interviews were also incorporated in the discussion.

Parents who were the main respondents in the research filled the questionnaire. Some of the sentiments they were asked to tick on how they felt assessed; parent provision of basic needs, participation in school meetings, academic and homework supervision and participation in school-decision-making contributes to the academic achievement of learners in grade seven. The quantitative sentiments for parents were in a 5-level Likert scale, where, 1 represented strongly disagree, 2 for disagree, 3 for neutral, 4 for agree and 5 was coded to represent strongly agree. In describing and elucidating the results from the grade seven parents, in this hand, agreed and strongly agreed was termed to represent an agreement status, on the other hand, disagreed and strongly disagreed respondents were termed to stand in for disagreement status.

The head-teachers and class-teachers were interviewed while focused group discussions responses were given by the grade seven learners. Table 4.9 gives a summary of assertions for parents of learners in grade seven.

**Table 4.9**

***Descriptive results on academic performance of learners in junior schools***

| Statements on performance of learners in JSS<br>(N = 54)                                                        | SD(1)         | D(2)          | N (3)         | A(4)          | SA(5)         | Mean | S.<br>Deviation |
|-----------------------------------------------------------------------------------------------------------------|---------------|---------------|---------------|---------------|---------------|------|-----------------|
| Parental provision of basic needs has enabled learners to improve their academic performance                    | 3<br>(5.6%)   | 1<br>(1.9%)   | 4<br>(7.4%)   | 19<br>(35.2%) | 27<br>(50.0%) | 4.22 | 1.058           |
| Parents participation in school meetings has made learners to perform better in the continuous assessment tests | 8<br>(14.8%)  | 1<br>(1.9%)   | 7<br>(13.0%)  | 21<br>(38.9%) | 17<br>(31.5%) | 3.70 | 1.341           |
| Parental academic and homework supervision has made learners to perform better in end of term examinations      | 4<br>(7.4%)   | 2 (3.7%)      | 10<br>(18.5%) | 20<br>(37.0%) | 18<br>(33.3%) | 3.85 | 1.156           |
| My attitudes towards getting involved in school activities negatively affect my children's academic performance | 16<br>(29.6%) | 18<br>(33.3%) | 6<br>(11.1%)  | 9<br>(16.7%)  | 5<br>(9.3%)   | 2.43 | 1.326           |
| Participation in school-decision-making has boosted my children academic achievement                            | 9<br>(16.7%)  | 3<br>(5.6%)   | 7<br>(13.0%)  | 22<br>(40.7%) | 13<br>(24.1%) | 3.50 | 1.370           |
| Regular guiding children in doing school work have made my child to respond quickly to questions in class       | 2<br>(3.7%)   | 3<br>(5.6%)   | 5<br>(9.3%)   | 27<br>(50.0%) | 17<br>(31.5%) | 4.00 | .991            |
| Parental support enable learners to remain active in class                                                      | 2<br>(3.7%)   | 2<br>(3.7%)   | 3<br>(5.6%)   | 27<br>(50.0%) | 20<br>(37.0%) | 4.13 | .953            |
| My parental support has boosted the ability of my child to participate in group discussions                     | 3<br>(5.6%)   | 0<br>(00.0%)  | 7<br>(13.0%)  | 28<br>(51.9%) | 16<br>(29.6%) | 4.00 | .971            |

The displayed opinions in Table 4.9 show that parents for learners in JS reported high agreement level on realizing learners academic achievements by providing basic needs 46(85.2%) (Mean = 4.22), giving support (mean= 4.13), regular guiding children in doing school work (mean = 4.00), parental academic and homework supervision (mean = 3.85), participation in school meetings (mean = 3.70) and school-decision-making aspects. All these dimensions were considered most essential in influencing the academic success of learners in junior schools in Imenti North Sub-County. However, parents felt that their attitudes towards getting involved in school activities did not negatively affect their children's academic performance as represented by 33(62.9%) and a mean of 2.43.

The results from parents for learners in grade seven, have narrowed down on parental provision of basic needs, participation in school meetings, participation in academic and homework supervision and school decision-making constructs as influential in the learner's achievement. These results support the provisions of the KICD (2019) which mandates that: provision of basic needs, protection to children and academic guidance to children are critical for ensuring learners achieve better.

The results also exemplify how parent participation dimension influence the achievement of learners in public primary schools. Some of the featured dimensions affected by parent participation aspects include learners' behavior in class, grades attained in continuous assessment tests, response to posed questions in class and contribution during group discussions with peers. This is because parental support was deemed to cause learners to remain active in class 47(87.0%) and a mean of 4.13. it is further supported by 44(81.4%)

of parents who agreed that regular guiding children in doing school work makes the learners to respond quickly to questions in class. It is also acknowledged by 44(81.55) of respondents that parental support boosts the ability of learners to participate in group discussions (mean=4.00). 38(70.35) also are of the opinion that parents' participation in academic and homework supervision enables learners to perform better in end of term examinations.

The study was also interested to clarify the extent of learners' achievement among the junior schools. The five interviews carried out with the head-teachers of the participating schools unanimously gave a common answer that the performance was at an average level. Qualitative results from the head-teachers therefore, hint that, strategies need to be put in place to realize improvement on the academics of JS learners. Otherwise, as observed by Olubunmi and Kolawole (2023), results tend to concur with their report which showcased dismal performance among junior secondary learners.

Notably the focused group discussions conducted with the grade seven learners required them to state the main drawbacks to achieving academic success at junior schools in Imenti North Sub-county in Meru County. Some of the noted challenges were: inadequacy of teaching and learning materials, inadequate teaching staff, and learner absenteeism, lack of equipment in the laboratories and computer facilities and financial challenges. Additionally, focused group number 04 posited that '*some learners stay for days away from school due to huge school fees areas and this affects their performance in examination*'. The researcher also interviewed the class-teachers regarding the main drawbacks to achieving improved academic achievement among the learners. Some of the

noted issues that derail learners achievement in academics were: learners' absenteeism due to lack of school fees, learners' family background, poverty, limited parental care, teacher-learner ratio and inadequate infrastructure and facilities. Similarly, when head-teachers were asked to highlight issues that hinder the academic performance of learners in junior schools, their responses agreed with what was echoed by the class-teacher. Head-teacher number 01 emphasized that, *"the inability of learners to be provided with basic needs such as food, water, school fees and medical needs also affect our learners learning behavior which is normally reflected in form of poor academic achievement."* Furthermore, head-teacher number 02 said that, *"the fact that junior secondary school teachers facilitate teaching and learning for subjects they were not trained for in college also hinders their delivery and this affects learners' achievement in the long run"*. Some challenges are common to what was observed by Maina et al. (2021). Maina et al. (2021) lamented that the school environment, teaching and learning resources, facilities and infrastructure affected learners' achievement. In Ethiopia, poor achievement was resulting from weak educational policies, teachers' incompetence, and lack of parents' involvement, unproductive school leadership, unhealthy relationships and unconducive school environment (Haile, 2023).

When head-teachers were asked in the interview to suggest what should be done to solve the challenge of academic achievement among junior school learners, they provided ten suggestions. The following themes summarized their responses: educating parents on the expectations of the CBC curriculum, government intervention through food program to ensure learners get food, government to equip computer and labs with resources and

facilities, and junior school to be taught by primary school teachers due to the nature of the training they received while in college.

Other areas of concern presented by the results was the need to improve parental participation and involvement in the education affairs of the learners. No wonder, there was a concern about the commitment, dedication and understanding the avenues for parental participation in academic affairs of learners. In that connection, junior schools need to readdress this by investing in training, sensitization and awareness creation among parents during meetings in order to win their participation in the academic affairs of grade seven learners.

#### **4.10 Relationship between Parental Involvement and the Academic Performance of Learners in Junior Schools**

The preceding sections have elaborated on the parent provision of basic needs, participation in school meetings, participation in academic and homework supervision, participation in school decision-making and academic achievement. Empirical evidence about these constructs has closely hinted on a possibility that one construct presents some influence on another. In order to ascertain this, the researcher assessed the relationships between the independent and dependent variables so as to substantiate the postulated interrelationship. With respect to this, the researcher carried out analysis to evaluate the hypothesized relationship between the presumed predictor variables.

In order to test and validate the existence or non-existence of a relationship, diagnostic tests were computed to ascertain the type of statistical test to be adopted. The research proposed to use regression analysis and as a consequence, the presupposition of this statistical test was done for verification. The conditions checked out included normality, autocorrelation,

multicellularity, heteroscedasticity and linearity of the data. The findings are found in sub-sections 4.10.1.

#### 4.10.1 The normality test

As provided in, Table 4.10, is a presentation of obtained values upon analyzing the data and obtaining values for both the Kolmogorov- Smirnov and Shapiro-Wilk tests for the research constructs.

**Table 4.10**

*Normality test on parental involvement and academic performance of JSS Learners*

|    | <b>Kolmogorov-Smirnov<sup>a</sup></b> |           |             | <b>Shapiro-Wilk</b> |           |             |
|----|---------------------------------------|-----------|-------------|---------------------|-----------|-------------|
|    | <b>Statistic</b>                      | <b>df</b> | <b>Sig.</b> | <b>Statistic</b>    | <b>df</b> | <b>Sig.</b> |
| X1 | .040                                  | 54        | .011        | .991                | 54        | .001        |
| X2 | .099                                  | 54        | .200*       | .914                | 54        | .288        |
| X3 | .028                                  | 54        | .028        | .938                | 54        | .008        |
| X4 | .040                                  | 54        | .029        | .917                | 54        | .257        |
| Y  | .027                                  | 54        | .100*       | .861                | 54        | .011        |

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The kolmogorow-Smirnov P-values for the study objectives are as: parent provision of basic needs, (X1) = 0.011, parents' participation in school meetings, (X2) = 0.200, parent academic and homework supervision (X3) = 0.028, parents' involvement in decision-making (X4) = 0.029, and academic performance (Y) = 0.100. A significance level of 0.05 for P-values was used as a threshold to interpret the results where; P-value below 0.05 signified that data was not normally distributed and vice versa. Table 4.10 demonstrates that all P-values are insignificant, meaning that the values do not significantly deviate from normality. Therefore, the results imply that the data was

sourced from a normally distributed sample. This corresponds with the recommendation aired out by Nørskov et al. (2021) that, data adheres to normality condition if P-value is greater than 0.05 level of significance. To ascertain the observation, a Q-Q plot was generated for the dependent variable that is academic performance (Y). The same is provided in Figures 4.1.

**Figure 4.1**

*Q-Q Plot for academic performance of learners in JSS*

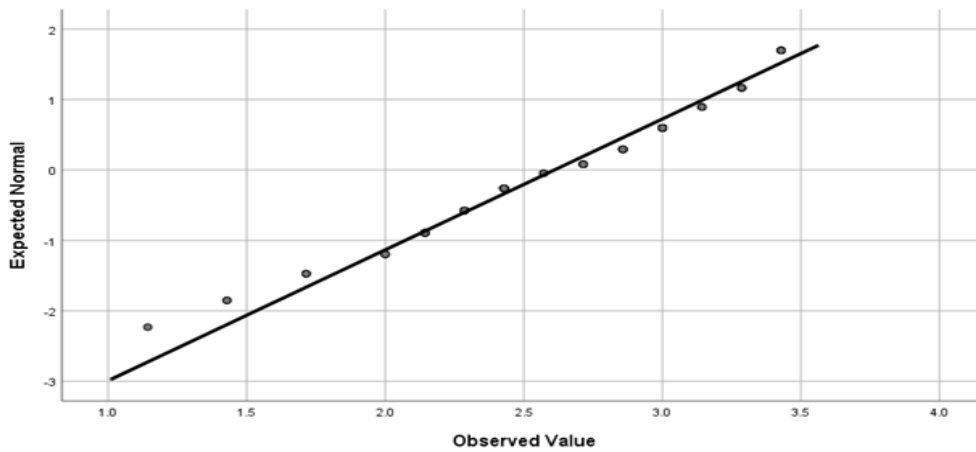


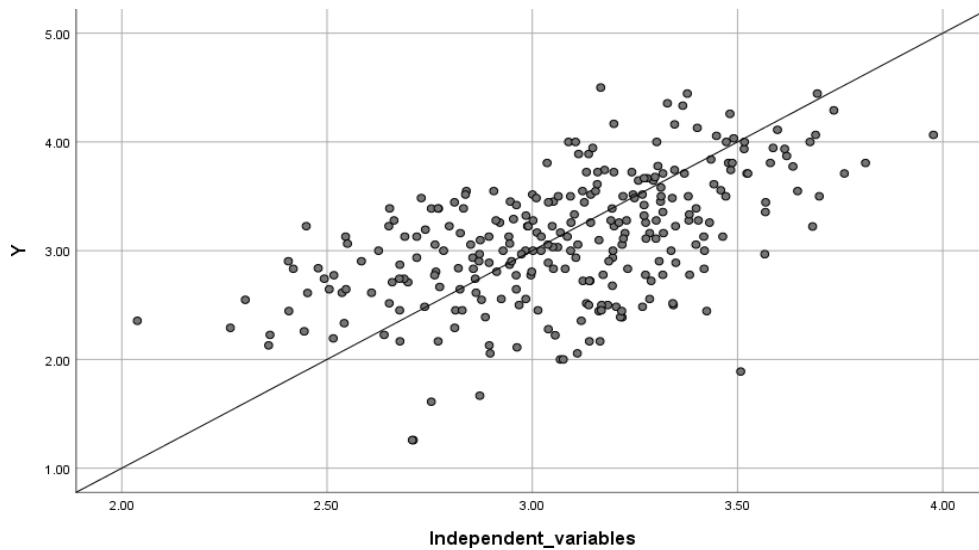
Figure 4.1 reveal that most points are sticking along the line of best fit with very few points not fitting along, indicating a linearity of the data. This confidently guides the conclusion that data was obtained from a normally distributed sample.

#### **4.10.2 The Linearity Test**

The linearity of the data on parents' involvement and the academic achievement of learners in JSS was checked by generating a scatter plot as given in Figure 4.2.

**Figure 4.2**

*Scatter plots showing the linearity of parent's involvement against academic performance*



Preceding results communicate that the scatter plots convergence along the line of best fit.

This assimilates that findings the deviation of data points from linearity is not significant.

Henceforth, the researcher observes that the data is linearly distributed between parents' interventions and learners' achievement in grade seven at Imenti-North Sub-County.

#### **4.10.3 Multicollinearity and Autocorrelation Tests**

The Durbin-Watson values were used to check the autocorrelation, while the Variance Inflation Factor (VIF) were utilized to observation multicollinearity assumption as indicated in Table 4.11.

**Table 4.11***Multicollinearity and autocorrelation tests results*

| Constructs | VIF   | Durbin-Watson |
|------------|-------|---------------|
| X1         | 1.996 | 1.609         |
| X2         | 1.357 | 1.901         |
| X3         | 2.236 | 1.892         |
| X4         | 2.046 | 1.799         |

Grande, a scholar in 2015 published research which informs that VIF values need to be between 1 and 5, and not more than 10 in order for data to satisfy multicollinearity. This research obtained 1.009, 1.357, 2.236 and 2.046 for objective one to four respectively. Adopting this research recommendation therefore, the results showcase that multicollinearity condition was not violated.

Accordingly, Table 4.11 gives illustration that the Durbin-Watson values for parent provision of basic needs, (X1) = 1.609, parents' participation in school meetings, (X2) = 1.901, parent academic and homework supervision (X3) = 1.892, and parents' involvement in decision-making (X4) = 1.799. in response to the assumption of Field (2018) that an autocorrelation value close to 2 suggests no autocorrelation, hints that the current results lack significant autocorrelation.

#### **4.10.4 The Heteroscedasticity Test**

To ascertain existence or non-existence of heteroscedasticity problem, the research generated a scatter graph from SPSS. The guiding principle was to detect if collected data produced a given pattern. The output of the same is articulated in Figure 4.3.

**Figure 4.3**

*Heteroscedasticity test results for the dependent variable*

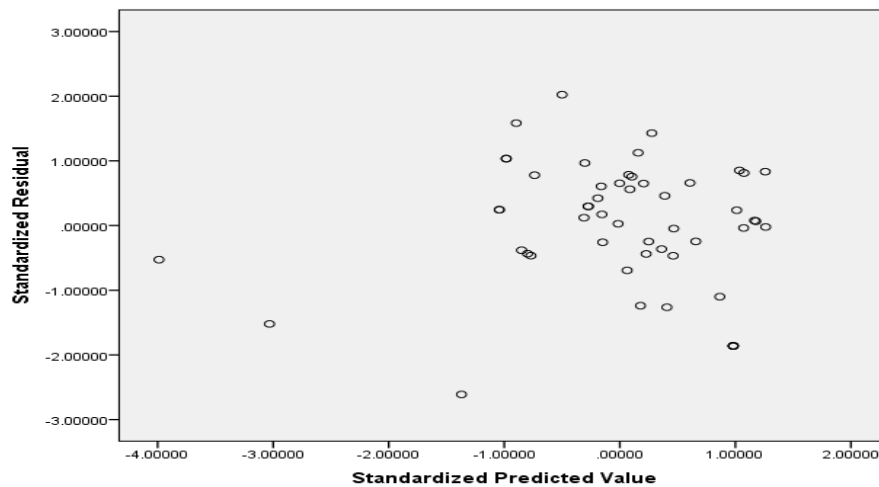


Figure 4.3 displays that the scatter residuals are randomly scattered in the graph without forming any a predictable pattern. The lack of a distinguishable pattern implies that the data does not violate heteroscedasticity diagnostic condition.

Subsequently, the use of multiple regression analysis was justified to explore the relationships between parents' participation parameters (X1, X2, X3, X4) and the academic performance of learners in junior secondary schools in Imenti-North Sub-County (Y). The non-violation of the tested diagnostic conditions, provided the confidence into how each parent intervention in the education affairs of grade seven learners contributes to their achievement. Before assessing the overall model of the study, the hypotheses were tested and discussed in section 4.10.5.

#### **4.10.5 Testing Hypotheses of the Study**

Following the non-violation of the diagnostic tests reported in the preceding section, a Pearson correlation analysis was used to analyze the influence of parents' participation on the academic achievement of grade seven learners. The interpretation of the results was

based on the level of significance for correlation coefficients set at P 0.05. Table 4.12 provide a summary of the results and then the subsequent paragraphs cover interpretation and discussion.

#### 4.10.5.1 Testing of hypothesis One

The first null hypothesis read that parental provision of basic needs has no statistically significant influence on the academic performance of junior secondary school learners in Imenti North Sub County, Meru County, Kenya. A Pearson correlation was computed to examine this hypothesized relationship as given in Table 4.12.

**Table 4.12**

*Correlations analysis between parent provision of basic needs and the academic performance*

|    |                     | Y      | X1 |
|----|---------------------|--------|----|
| Y  | Pearson Correlation | 1      |    |
|    | Sig. (2-tailed)     |        |    |
|    | N                   | 54     |    |
| X1 | Pearson Correlation | .593** | 1  |
|    | Sig. (2-tailed)     | .000   |    |
|    | N                   | 54     | 54 |

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Table 4.12 demonstrates that the Pearson correlation value is at .593\*\*, indicating a positive value that can be rounded off to 1. Consequently, the P-value obtained = .000 hence it is  $P < 0.05$  implying the significance of parent provision of basic needs. Given that  $P < 0.05$ , the research rejected the null hypothesis for objective one and concluded that there was a statistically significant positive relationship between parent provision of basic needs and the academic achievement of grade seven learners in JS. In interpreting the results further, they implicate that a positive increase in provision of basic needs by guardians would lead to a positive reaction on the performance of learners. This requires

public schools in Imenti-North sub-county to strengthen parent provision of basic needs affairs so as to improve learners' achievement.

#### 4.10.5.2 Testing of Hypothesis Two

The second null hypothesis of the study stated that parental participation in school meetings has no statistically significant influence on the academic performance of junior schools' learners in Imenti North Sub-County, Meru County, Kenya. This was examined and the correlation results provided in Table 4.13.

**Table 4.13**

*Correlations analysis between parent participation in school meetings and learners' performance*

|    |                     | Y      | X2 |
|----|---------------------|--------|----|
| Y  | Pearson Correlation | 1      |    |
|    | Sig. (2-tailed)     |        |    |
|    | N                   | 54     |    |
| X2 | Pearson Correlation | .658** | 1  |
|    | Sig. (2-tailed)     | .000   |    |
|    | N                   | 54     | 54 |

\*\*. Correlation is significant at the 0.01 level (2-tailed).

The results display a strong positive Pearson correlation value is at .658\*\*, nearer one. Subsequently, the P-value obtained = .000. Therefore, the null hypothesis was rejected and concluded that there was a statistically significant positive relationship between parent parental participation in school meetings and the academic achievement of grade seven learners in JS. This meant that a positive increase in parental participation in school meetings would lead to a positive reaction on the performance of learners. This requires public schools in Imenti-North sub-county to strengthen parental participation in school meetings affairs so as to improve learners' achievement. The areas of improvement were noted to include implementing a clear communication strategy for involving parents on

school meetings, captivating parents' interest, educating them on importance of meetings to remove their ignorance and cultivating school leadership styles which encourage parental participation.

#### 4.10.5.3 Testing of Hypothesis Three

Parental academic and homework supervision has no statistically significant influence on the academic performance of junior secondary school learners in Imenti North Sub County, Meru County, Kenya was the third hypothesis. The correlation results whether to reject or accept it were presented in Table 4.14.

**Table 4.14**

*Correlations analysis between academic and homework supervision and academic performance*

|    |                     | Y      | X3 |
|----|---------------------|--------|----|
| Y  | Pearson Correlation | 1      |    |
|    | Sig. (2-tailed)     |        |    |
|    | N                   | 54     |    |
| X3 | Pearson Correlation | .577** | 1  |
|    | Sig. (2-tailed)     | .000   |    |
|    | N                   | 54     | 54 |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The results display a strong positive Pearson correlation value is at .577\*\*, nearer one and the P-value obtained = .000. Therefore, the null hypothesis was rejected and concluded that there was a statistically significant positive relationship between parent academic and homework supervision and the academic achievement of grade seven learners in JS. This meant that a positive increase in parental participation in academic and homework supervision would lead to a positive reaction on the performance of learners. This requires public schools in Imenti-North sub-county to strengthen parental academic and homework supervision so as to improve learners' achievement. The areas of improvement were noted

to include parents not to only give permission for children to study at home when there is no work to give them and parents to develop a behavior to go through their children books to know what topics were covered on each subject.

#### 4.10.5.4 Testing of Hypothesis Four

The last hypothesis stated that parental involvement in school decision-making has no statistically significant influence on the academic performance of junior school learners in Imenti North Sub County, Meru County, Kenya. The correlation results whether to reject or accept it were showcased in Table 4.15.

**Table 4.15**

*Correlations analysis between school decision-making and the academic performance*

|    |                     | Y      | X4 |
|----|---------------------|--------|----|
| Y  | Pearson Correlation | 1      |    |
|    | Sig. (2-tailed)     |        |    |
|    | N                   | 54     |    |
| X4 | Pearson Correlation | .684** | 1  |
|    | Sig. (2-tailed)     | .000   |    |
|    | N                   | 54     | 54 |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The results display a strong positive Pearson correlation value is at .684\*\*, nearer one and the P-value obtained = .000. Therefore, the null hypothesis was rejected and concluded that there was a statistically significant positive relationship between parental involvement in school decision-making and the academic achievement of grade seven learners in JS. This meant that a positive increase in parental involvement in school decision-making would lead to a positive reaction on the performance of learners. This requires public schools in Imenti-North sub-county to strengthen parental involvement in school decision-making so as to improve learners' achievement. The areas of improvement were noted to include holistic parental involvement in matters such as the school management advice on financial

management and the renovation and development of school infrastructure and resources. Moreover, schools need to communicate the areas of involvement such as sending parents notifications leave along the importance of educating them to understand the value and benefit of participating in school decision-making.

#### 4.11 Assessing the Overall Purpose of the Study

In assessing the influence of parental involvement on the academic performance of learners in junior schools, a multiple linear regression analysis was conducted so as to fulfil the study intention. The predictors included in the regression model were parents' provision of basic needs (X1), parents' participation in school meetings (X2), parents' academic and homework supervision (X3) and parents' involvement in making decisions in the school (X4). The dependent variable was academic performance of learners in junior schools in Imenti North Sub County (Y). The regression analysis results are presented in Tables 4.16, 4.17, and 4.18.

**Table 4.16**

*Model summary results on parents' involvement parameters*

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .822 <sup>a</sup> | .675     | .648              | .49390                     |

a. Predictors: (Constant), X1, X3, X4, X2

b. Dependent Variable: Y

The model summary in Table 4.16 displays that when parental involvement model parents' provision of basic needs (X1), parents' participation in school meetings (X2), parents' academic and homework supervision (X3) and parents' involvement in making decisions in the school (X4) are regressed in a single model, they possess a positive correlation with

the learner's achievement in JS (dependent variable). This is demonstrated by the obtained the R-value is 0.822; while, the R-square value ( $R^2 = 0.675$ ). interpretation of the results depict that the four predictor aspects explain for 67.5% of variation in the grade seven learners' performance in Imenti-North Sub-county. The researcher went ahead to investigate the validity of the model using ANOVA which is displayed in Table 4.17.

**Table 4.17**

*ANOVA results on the Parental involvement Model*

| Model |            | Sum of Squares | df | Mean Square | F      | Sig.              |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1     | Regression | 24.821         | 4  | 6.205       | 25.438 | .000 <sup>b</sup> |
|       | Residual   | 11.953         | 49 | .244        |        |                   |
|       | Total      | 36.773         | 53 |             |        |                   |

a. Dependent Variable: Y

b. Predictors: (Constant), X1, X3, X4, X2

The results on parental involvement model as depicted by the linear regression conducted in ANOVA Table 4.17, explains its validity as predicted by; ( $F_{(4,49)} = 25.438$ ,  $P.000$ ). This implied that parents' provision of basic needs, participation in school meetings, academic and homework supervision involvement in making decisions in the school, made a statistically significant model for explaining the influence on achievement of grade seven JS learners in Imenti-North Sub-County.

To researcher went further to ascertain the specific contribution of each component of parent participation to the dependent variable (grade seven learners' achievement), using regression coefficients. This is illustrated in table Table 4.18.

**Table 4.18***Regression coefficients result regarding the model*

| Model        | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. | Collinearity Statistics |       |
|--------------|-----------------------------|------------|---------------------------|-------|------|-------------------------|-------|
|              | B                           | Std. Error | Beta                      |       |      | Tolerance               | VIF   |
| 1 (Constant) | .242                        | .431       |                           | .562  | .039 |                         |       |
| X1           | .165                        | .119       | .159                      | 1.385 | .172 | .505                    | 1.982 |
| X2           | .177                        | .114       | .196                      | 1.551 | .002 | .416                    | 2.401 |
| X3           | .381                        | .132       | .277                      | 2.887 | .006 | .721                    | 1.386 |
| X4           | .457                        | .101       | .429                      | 4.510 | .000 | .735                    | 1.361 |

a. Dependent Variable: Y

The coefficients reveal that X2 X4 are significant predictors of academic performance, with  $p=.002$  and  $p=.000$  respectively. However, X1 and X3 were not significant predictors,  $p=.172$   $p = .006$ . The results opine that although the four predictor variables are jointly statistically significant in the combined regression model in accounting for variation in academic performance, it is parents' participation in school meetings and involvement in making decisions in the school which exerts more influence.

Conclusively, the findings confirmed the initial regression model that was proposed. These provided compelling evidence that adaptation of the parent involvement model enhances the academic achievement of learners in JS at Imenti-North Sub-County.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter outlines the synopsis of results presented in Chapter four and gives recommendations for improvement as speculated by the reported gaps in course of undertaking the research. Each section of the summary, conclusions and recommendation is done in a systematic manner in tandem with the research objectives. Before outlining the condensed summary of results, reliability, response rate and demographic characteristics of participants is provided.

The focus of the analysis was essentially to assess the influence of parental involvement on the academic performance of learners in junior schools in Imenti North Sub-County, Meru County, Kenya. This was realized by assessing parents' provision of basic needs, participation in school meetings, academic and homework supervision, involvement in making decisions in the school and their impact on the achievement of learners in grade seven. The research had adopted a mixed-methods approach and a descriptive survey research design to achieve its intent.

The sampled participants that were involved comprised of 71 parents, 8 head-teachers, 8 class teachers and 71 grade seven learners. Parents were the main responders hence they filled the structured questionnaire. Head-teachers and class-teachers were interviewed while the learners involved in 8 focused group discussions. Descriptive and multiple linear regression analysis were employed on quantitative data while thematic analysis on

qualitative data. The foud results created a firm ground for recommending both short and long-term best practices aiming at improving the achievement of JS learners.

## **5.2 Summary of Study Findings**

The summaries comprise of the response rate, reliability, participants characteristics and the main variables that were investigated as provided in the subsequent sections.

### **5.2.1 Demographic Characteristics of Different Respondents**

The research gathered back, 54 questionnaires from the parents which was equal to 76.0% return rate. The favorable response rate obtained was attributed to parents' honor of scheduled meetings in their respective schools. Additionally, 5(62.5%) head-teachers, 8(100%) class-teachers and 70(9%) learners took part in one-on-one interview sessions and focused group discussion respectively, contributing to an overall rate of 137(86.7%) indicating good prior planning and cooperation from the schools. For reliability, all the five variables recorded coefficients values greater than 0.7 indicating their satisfaction.

The parents for JS learners were majorly 34(63%) females, with 20(37%) being male. Age wise, the dominant age bracket of parents was between 31-40 years represented by 23(42.6%), followed by 19(35.2%) falling betwixt 41-50 years with the very least (7.4%) being the oldest (51-60 years). The highest number of parents were married 36(66.7%), 11(20.4%) had separated, 4(7.4%) were not married and only 3(5.6%) were windowed. On educational experience, 18(33.3%) had a secondary school certificate, 14(25.9%) had college certificate and 12(22.2%) had primary school certificate, 13% had a bachelor's degree and 5.6% a diploma suggesting good familiarity with education affairs. Besides 17(31.5%) parents were self-employed, 15(27.8%) were unemployed, 25.9% had casual

employment and only 8(14.8%) were permanently indicating disparities in the income abilities of parents.

3(60.0%) head-teachers had undergraduate degree education qualifications and the rest 2(40.0%) a diploma qualification. Otherwise, all interviewees had adequate experience (1-5 years) and requisite qualification requirements hence relevant in giving information. 6(75.0%) class-teachers had served in the leadership capacity of a class-teacher for two years, 1(12.5%) for a duration of one year and 1 for 16 years.

### **5.2.2 Parental Provision of Basic Needs and Academic Performance**

This was the first variable in the research. A comprehensive analysis of this parameter was carried out, featuring both quantitative and qualitative results. The study revealed a generally level of agreement, with a mean summation score of 2.5 and more and a standard deviation of 1.100, indicating minimal deviation from the mean. Notable strengths included parents' provision of clean water, nutritional diet and warm bedding, 61.1% learners taking breakfast before going to school, and parents striving to support their children by paying school fees. However, the findings also exposed critical weaknesses, such as stances of learners been sent home to collect school fees, inability of some parents to take care of medical needs of grade seven learners and disparities in provision of a conducive environment for children to read after school.

Interviews with head-teachers, class-teachers and learners' focused group discussion further highlighted provision of basic needs influenced learners performance by preventing challenges such as learners distancing themselves from others, poor concentration in class, absenteeism and missing important class activities when sent home to get school fees.

Other challenges were; limited support from the school management and government in general. These respondents argued that parent education, sensitization and engage stakeholders such as churches, NGOs, charitable organizations and the government through the ministry of education to support school food program and learning resources was necessary to address the threat to the provision of basic necessities to learners. The study concluded that there was a statistically significant positive relationship between parent provision of basic needs and the academic achievement of grade seven learners in JSS (Pearson correlation value =.593\*\*, P-value = .000).

### **5.2.3 Parents' Participation in School Meetings on the Academic Performance**

This was the second variable of the study. Parameters featured were rewards of attending school meetings, communication; invitations to school meetings, guidelines for inviting parents to school meetings and sensitization on importance of attending. In terms of understanding the influence of parent participation in meetings, they felt it had significance on the education of their children such as keeping them informed on the progress of their children' education and opportune to discuss strengths and weaknesses of their child with teachers. On communication strategies, there were significant deficiencies as well as strengths. While 36(70.3%) agreed that schools have clear guidelines on how parents are invited to the school AGMs, 34 perceived timeliness in communication and 39 sensitized on the importance attending school meetings, only 51.9% agreed that a clear communication strategy for involving parents was in place.

Notably some of the school meetings parents were commonly invited include academic clinics, school parent meetings and annual general meetings. In order to ensure parents, get the information for upcoming meetings, composing bulk messages, making calls to parents

to invite them to school meetings and involving the school PTA chairperson to mobilize and remind them of meetings was done. Despite the significant influence of parent participation in school meetings such as boosting learner self-esteem, the extent of participation was expressed by both class-teachers and learners to be hindered by a couple of challenges. These were: lack interest among the parents, ignorance, lack of time due to engaging casual and self-employment engagements, sickness and school leadership styles which discourage parental participation. The qualitative results stressed the needfulness of parents' education and enlightenment. The correlation analysis reinforced these findings, indicating a positive relationship ( $0.658^{**}$ ) between parent participation in school meetings and achievement, underscoring the urgent need for strategic interventions to fortify junior secondary schools. The study found that the relationship between parents' participation in school meetings and academic performance of grade seven learners was statistically significant.

#### **5.2.4 Parents' Participation in Academic and Homework Supervision**

This was the third objective in the study and it determined the influence of parents' academic and homework supervision on the academic performance of learners in junior secondary school in Imenti North Sub County, Meru County, Kenya. The research noted that parents for grade seven learners felt the provision of required assignments and homework materials at home boost children learning morale, learners' guidance on homework made their children to get along well in performing activities they were unable to do before and also appreciated that guiding their children in their homework made them understand and identify different weak areas. It was also worth noting that parents appreciated their duty to ensure school homework and assignments are done by their

children 43(79.6%) even though those who liked supervising and helping their children in doing their homework at home were 31(57.4%).

It was also worth noting that 24 (44.5%) parents echoed that the nature of their job does not allow them to help children in doing their homework at home while some of them only gave permission for children to study after finishing all home chores. Other challenges noticed to hamper parent participation in homework supervision were; parent lack of interest, parents' ignorance, lack of time due to the nature of their jobs and that most parents lack ideas of what the homework given is all about. The engagement of parent in homework affairs was suggested to be strengthened by conducting parent responsibility awareness programs, campaigning for learners needs and recognizing responsible parents during educational meetings. Teacher-parent- learner relationship was also acknowledged as a prerequisite for meeting efficient academic and homework requirements. Conclusively, there was a statistically significant positive relationship between parent academic and homework supervision and the academic achievement of grade seven learners in JS (The positive Pearson correlation value at .577\*\*, P-value obtained = .000).

### **5.2.5 Parents' Participation in School Decision-Making on the Academic Performance**

This was the last objective and it determined influence of parents' participation in school decision-making on the academic performance of learners in junior secondary schools. The exploration of participation in decision-making generally underscored a level of agreement. The assessment reveals a moderate overall level, with a noteworthy mean of 3.00 and a standard deviation of 1.110. for most sentiments. Essential aspects include: parents are allowed to talk and contribute their ideas on academic aspects of their children during

school meetings 48(88.8%), were aware of the different avenues' parents get involved in making school decisions 32(59.3%) and parents perceive the needfulness of participating in school decision-making 33(61.1%). contributing to an average mean of 3.68. These elements collectively shape a conducive environment, facilitating parent involvement processes.

However, parents not receiving invitations to represent other parents on school meetings emerged. Notably, parents not giving the school management advice on financial management, renovation, development of school infrastructure and resources was also reported (48.2%). These were not the only avenues parents were not involved but also included advice on staff professional development and hiring of non-teaching staff although, an active PTA body existed. Other featured themes were: parents lack of exposure and knowledge, ignorance, lack of commitment and negative parental politics and ruin, parents' unavailability due to the nature of their jobs, illiteracy and inflexible school leadership were critical gaps which raised concerns about the level of parents' participation in school decision-making. Educating parents on the importance of education and participation in school matters, developing open communication and feedback practices, exploring and educating parents on different decision-making avenues apart from academic matters such as infrastructure, resources, school welfare and discipline was suggested to remedy the challenges. Moreover, the study established a statistically significant positive relationship (Pearson correlation = .684\*\*) between parental involvement in school decision-making and the academic achievement of grade seven learners in JS, underscoring the urgency of fortifying this variable. Immediate attention is warranted in addressing identified weaknesses, particularly holistic parental involvement

in matters such as financial management, renovation and development of school infrastructure and resources

#### **5.2.6 Academic Performance of Learners in Junior Schools**

This was the dependent variable in the study. The research conducted a comprehensive analysis of the performance of JS learners, integrating both quantitative and qualitative insights. The study revealed a moderate overall level of achievement. The interviews with both head-teachers and class-teachers aligned with this, showing the level of performance was at a moderate level. Notable, parents agreed that realizing learners' academic achievements is influenced by providing basic needs, parental academic and homework supervision and showcasing participation in school meetings. Specifically, parental support was deemed to cause learners to remain active in class, to respond quickly to questions in class, participate in group discussions and perform better in end of term examinations.

However, the findings also exposed critical weaknesses: inadequacy of teaching and learning materials, inadequate teaching staff, learner absenteeism, lack of equipment in the laboratories and computer rooms and limited parental care. Interviews with head-teachers and class-teachers further highlighted challenges, including: lack of school fees and poverty. These respondents argued that infrastructure, basic needs and resource constraints poses a threat to the achievement of learners. Thematic analysis of suggested improvements which were embedded on four key areas, including educating parents on the expectations of the CBC curriculum, government intervention through food program, government to equip computer and labs with resources and facilities, diversifying avenues for parental participation in school decision making and junior school to be taught by primary school teachers.

### **5.2.7 Summary of the Overall Purpose of the Study**

The purpose of the study was to assess the influence of parental involvement on the academic performance of learners in junior schools. The findings of multiple regression analysis noted that parents' provision of basic needs, participation in school meetings, academic and homework supervision and involvement in making decisions in the school formed a statistically significant model for influencing academic performance. However, the results of regression weights indicated that although the four predictor variables were jointly statistically substantial in a combined model, the most significant ones were parents' participation in school meetings and involvement in making decisions as compared to basic needs and academic and homework supervision.

### **5.3 Conclusions**

The conclusions of the study are presented starting with parents' provision of basic needs, participation in school meetings, academic and homework supervision, school decision-making and finalize with academic performance of learners in JS.

#### **5.3.1 Parental Provision of Basic Needs and Academic Performance**

On the first objective, parent provision of basic needs was determined by parents' provision of clean water, nutritional diet and warm bedding, giving breakfast before going to school, paying school fees. However, stances of learners been sent home to collect school fees, inability of some parents to take care of medical needs of learners, provision of a conducive environment for children to read, limited school management and government support were common. Notwithstanding provision of basic needs influenced learners' performance by preventing learners distancing themselves from others, poor concentration in class, absenteeism and missing important class activities when sent home to get school fees. This infers school managers, the government through the ministry of education, churches,

NGOs and well-wishers to intervene to provide parent education, support school food program, deploy learning resources and facilities to address the threat to the provision of basic necessities required by learners.

### **5.3.2 Parents' Participation in School Meetings on the Academic Performance**

Parent participation in school meetings determined: parents' information on the progress of their children' education, knowing and acting on strengths and weaknesses of their child with teachers. The schools had clear guidelines on how parents are invited to the school AGMs, communication to meetings was timely and parents were sensitized on the importance attending school meetings. However, lack of a comprehensive communication strategy for involving parents, lack interest among the parents, ignorance, lack of time due to engaging casual and employment engagements and school leadership styles discouraged parental participation. This situation points to the school management and head-teachers of JS to improve their communication strategies, leadership styles that encourage parent involvement in meetings and invest in parents' education and enlightenment.

### **5.3.3 Parents' Participation in Academic and Homework Supervision**

Concerning parents' participation in academic and homework supervision, the parents ensured school homework and assignments are done by their children. Parents' provision of required homework materials at home boosted children learning morale, their guidance on homework made learners to perform activities they were unable to do before and the parents were able to understand and identify different weak areas. Nevertheless, there were parents who did not like supervising and helping their children in doing their homework while the nature of jobs for most parents did not allow them to help children in doing their homework. Parents also lacked interest, were ignorant and did lack ideas of what the

homework given is all about. This state requires concerted efforts of the school management and class teachers to conduct awareness to parents, campaigning for learners needs, motivate by recognizing responsible parents and strengthening teacher-parent-learner relationship.

#### **5.3.4 Parents' Participation in School Decision-Making on the Academic Performance**

On school decision-making, schools had made efforts such as allowing parents to contribute their ideas on academic aspects of their children. Parents were also aware of the different avenues' parents get involved in making school decisions and perceived the needfulness of participating in school decision-making. Regardless, parents neither get invitations to represent others on school meetings, nor give the school management advice on financial management, renovation, development of school infrastructure and resources, staff professional development and hiring non-teaching staff. Conclusively, parents were not knowledgeable, were ignorant, lacked commitment and the school leadership discouraged their involvement in decision-making. This calls for school management involvement in developing open communication and feedback practices, educating parents and promoting holistic parental involvement in matters such as financial management, renovation and development of school infrastructure and resources.

#### **5.3.5 Academic Performance of Learners in Junior Schools**

Desirable academic achievement was crucial in JS. It required concerted efforts of both head-teachers, school management, class-teachers and the parents. The parental involvement dimensions (parents' provision of basic needs, parents' participation in school meetings, parents' participation in academic and homework supervision and parents'

participation in school decision-making), were applicable and statistically explained the academic performance of learners in JS. Other crucial aspects noted was that parental support causes learners to remain active in class, to respond quickly to questions in class, participate in group discussions and perform better during end of term examinations. Learner's achievement was hindered by limited infrastructure, poverty, inadequate teaching and learning materials, inadequate teaching staff, learner absenteeism, unequipped laboratories and limited parental involvement.

### **5.3.6 Overall Applicability of PI model**

The results of regression weights indicated that although the four predictor variables were jointly statistically significant in a combined model, it is parents' participation in school meetings and involvement in making decisions which exerts more influence on learners' performance as compared to basic needs and academic and homework supervision.

## **5.4 Recommendations**

The research gave out recommendations based on the presented findings, adopted theories and the implications on policies and practices in a JS set-up. These are organized following the terrain of the summaries and conclusions.

### **5.4.1 Parental Provision of Basic Needs and Academic Performance**

Provision of basic needs significantly improved learners' performance. Thus, the research noted the need for school managers and class-teachers to offer parents education, awareness and informing them the needfulness of providing basic needs to learners. This will not only increase provision of these needs but also result into increased learner engagement, interaction, concentration, participation, address absenteeism and ultimately

academic performance. The study noted that, the schools were inadequately equipped with resources, facilities, infrastructure and teaching and learning materials hence it recommends the ministry of education to provide learning resources and facilities to address the threat to the provision of basic necessities to learners. The government and well-wishers including NGOs and Churches to intervene to support school food program. The healthcare of grade seven learners is critical and therefore, the school management in conjunction with the government to implement a healthcare strategy for taking care of learners' health while in the school premises.

#### **5.4.2 Parents' Participation in School Meetings on the Academic Performance**

As evidenced in the given summaries and conclusions, parents' participation in school meetings was challenged by communication strategies, parents' interest, ignorance, casual and self-employment engagements and school leadership styles. Therefore, this points to the JS head-teachers and staff in managerial positions to strengthen communication that apart from speaking the needfulness of meetings and timely relaying the messages, they need to establish how parents will be engaged, how they will participate and give feedback concerning what is discussed in the meetings. Also, head-teachers in collaboration with the PTA leadership should create awareness to win parent interest and eliminate their ignorance through trainings and one-on-one basis. The study further recommends head-teachers to adopt, participative leadership styles that encourage parent engagement in school meetings.

#### **5.4.3 Parents' Participation in Academic and Homework Supervision**

Parents' participation in academic and homework supervision was strong in the study although some weaknesses were still reported. Henceforth, there is, need to strengthen it

through implementing guidelines and procedures addressing targeted trainings to parents. This needs to focus on learners' needs and the significance of parent involvement in homework supervision. Parent-teacher-learner relationship also needs to be cultivated to keep parents abreast on what the given homework is all about. Concerted efforts of the school management and class teachers are also needed to conduct awareness to parents, campaigning for learners needs, motivate by recognizing responsible parents and strengthening teacher-parent- learner relationship.

#### **5.4.4 Parents' Participation in School Decision-Making on the Academic Performance**

Junior schools had made some notable efforts such as allowing parents contribute their ideas on academic aspects of their children although shortcomings were still evident. Henceforth, there is, need to strengthen parents' participation through implementing policies and procedures addressing communication strategies to include invitations for parents to represent others on school meetings. Nevertheless, parent was not considered to give advice on school infrastructure and resources, renovation of facilities, staff professional development and hiring. This implied the need to expand the avenues of parents' involvement to not only academic affairs but also to include infrastructural, staffing and financial matters. This requires the input of head-teachers and PTA representatives. Notably, to overcome parents' ignorance and poor commitment, the study recommends PTA leaders and JS management to invest in a training program which aim to educate parents on the needfulness, impact and contribution of their advice and input in school affairs. Furthermore, the school leadership which discourage their involvement in decision-making, calls upon the ministry of education to enforce parent involvement

policies and procedures to achieve inclusive, participative, collaborative and informed decision-making.

#### **5.4.5 Academic Performance of Learners in Junior Schools**

The state of academic performance of learners in JS indicates the need to enforce good policies and practices in primary schools which will guide parental involvement and participation. The issue of limited infrastructure, unequipped laboratories and discrepancies on teaching and learning resources featured predominantly, pointing a need for funding and increasing budget allocation which will cater for upgrading the facilities and resources of the school. Therefore, the ministry of education should take responsibility to fund schools by planning, budgeting, allocating and disbursing funds to schools for development. The study also noted the teaching staff were limited and therefore, it recommends the government through the ministry of education to intervene by recruiting JS teachers which will boost teacher-learner ratio. Lastly, parental involvement in education of JS grade seven learners was limited hence school management, teachers and the ministry of education officials should equip parents on the expectations of the CBC curriculum hence enlighten them on their roles. Junior secondary school heads are recommended to diversify avenues for parental participation in junior secondary schools.

#### **5.4.6 Implications of the Findings on Theories, Practices and Policies**

This research concluded that parents' provision of basic needs, participation in school meetings, academic and homework supervision and involvement in making decisions in the school, made a statistically significant model for explaining the influence on achievement of grade seven JS learners in Imenti-North Sub-County. These findings support the argument drawn from the Epstein's model of parental participation affiliated

to Joyce Epstein that: parenting, volunteering, communication, and decision-making, collaborating with the community and learning from home influences the academic performance of the learner. The results from the literature reviewed in chapter two for the four objectives also aligned with the presented results that parent involvement dimensions (provision of basic needs, participation in school meetings, academic and homework supervision and involvement in making decisions) influence learners' behavior, and so is their achievement or success.

The obtained findings also implicate on junior secondary school policies, best-practices, guidelines, measures and practices to include important facets namely parent retooling, nurturing school heads participatory leadership styles, adopting comprehensive communication strategies, creating a conducive or welcoming school environment for parents, diversifying avenues of parent involvement in decision-making and strengthening parent-teacher-learner collaboration. The results further implicate the school management, the government through ministry of education, PTA and BOM representatives to upgrade funds allocation and budget to JS which will confidently cater for infrastructure, technology, facilities, equipment and teaching and learning resources.

Moreover, the study implicates the head-teachers to facilitate and approve parents' education, awareness and training sessions to make them proficient in understanding why they need to get involved in the education of their children, the demands, approach and learning design for the CBC curriculum, why their advice is critical in influencing school decision-making and the different channels they can adopt to give their feedback and views. These proposed recommendations require revamping of the JS parental involvement

guidelines and policy by the school-heads to diversify and maximally achieve parent undertaking of their responsibilities in education affairs of grade seven learners.

### **5.5 Recommendations for further Studies**

Factoring that the obtained results have underscored prevalence of deficiencies in parental participation affairs in education aspects and academic performance among JS in Imenti-orth Sub-County, the following recommendations for further studies are given to further explore this research area:

- i. In course of doing research to achieve the purpose of the study, the model results informed that parental involvement (provision of basic needs, participation in school meetings, academic and homework supervision and involvement in making decisions) aspects influenced academic achievement to a level of 67.5%. indicating that there are other factors which influence academic achievement of learners in JS to make it 100%. In view of this, the research proposes progression of the research by investigating other pertinent factors such as learners discipline, teaching staff and instructional resources in influencing academic performance.
- ii. This research assessed the influence of parent participation on academic success of JS learners and discovered that awareness, competencies, knowledge, skills, and training for parents impacted their level of participation. Extensive research can be conducted to interrogate the moderating role of parent training and professional competencies between parent involvement and the academic performance of learners in JS.

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## **APPENDICES**

### **Appendix I: Cover letter and Participant Consent**

**Dear participant,**

I am a master's student at Kenya Methodist University undertaking a research titled, ***Influence of Parental involvement on Students' Academic Performance in Competency Based Curriculum in Junior Schools in Imenti North Sub County, Meru County, Kenya.***

The purpose of this study is to collect data which will help to analyse the influence of parental responsibility on grade 7 students' academic performance in competency based curriculum among junior secondary schools in Imenti North Sub County, Meru County, Kenya. You have been selected to participate in this study. Thank you for accepting to complete this anonymous survey which should take approximately 20 minutes. See the attached participant's consent.

Thank you,

**Gakii Betty Richard**

## **Participant's Consent**

I have read the details about the purpose of this study, and by submitting the completed questionnaire to the researcher; I give my consent for the outcomes to be used in the research. I am aware that this survey is anonymous and does not contain any information which may personally identify me. I know that I may change my mind and withdraw my consent at any time; and I acknowledge that once my questionnaire has been submitted, it may not be possible to withdraw my data. I appreciate that the scholar will treat all information I provide with confidentiality and will not release it to a third party unless if required so by the law. I understand that no information which can specifically identify me will be published as part of the results.

Name of Participant..... Date.....

Signature.....

### **Investigator's Statement**

I, the undersigned, have explained to the volunteer in a language s/he understands the procedures to be followed in the study and the risks and the benefits involved.

Name \_\_\_\_\_ of \_\_\_\_\_

Interviewer.....Date.....

Interviewer Signature.....

## **Appendix II: Questionnaire for Parents of Junior Schools**

### **Instructions**

Do not write your name on the questionnaire.

Answer all questions to the best of your ability.

Indicate with a tick in the space provided your choice of response and provide comments where applicable

### **Section A: Demographic Information**

- 1) Indicate your gender
  - a. ☐ Male
  - b. ☐ Female
  
- 2) Indicate your age bracket?
  - a. 18-20 ☐
  - b. 21-30 ☐
  - c. 31-40 ☐
  - d. 41-50 ☐
  - e. 51-60 ☐
  - f. 61- and above ☐
  
- 3) What is your highest academic qualification?
  - a. Primary certificate ☐
  - b. Secondary certificate ☐
  - c. College certificate ☐
  - d. diploma ☐
  - e. Degree ☐
  - f. Masters ☐
  - g. PhD ☐
  
- 4) Please indicate your marital status
  - a) Never married ☐
  - b) Married ☐

c) Separated [ ]

d) Widowed [ ]

5) What is your occupational status?

a. Unemployed [ ]

b. Casual employment [ ]

c. Permanent employment [ ]

d. Self-employment [ ]

### Section B: Parental Provision of Basic Needs

6) The statements below refers to issues on parental provision of basic needs. Please indicate with a tick (✓) how these statements apply in relation to the parental provision of basic needs; SA = strongly agree (5), A = Agree (4), N = Neutral (3), D = Disagree (2), SD = Strongly disagree (1).

| No | Sentiments on parental provision of basic needs                             | SD(1) | D(2)  | N(3)  | A(4)  | SA(5) |
|----|-----------------------------------------------------------------------------|-------|-------|-------|-------|-------|
| 1  | I provide clean water, nutritional diet and warm bedding to my children     | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |
| 2  | I support my children through providing school fees                         | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |
| 3  | My child has never been sent home to collect school fees                    | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |
| 4  | The medical needs of my children are well taken care of                     | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |
| 5  | Learners take breakfast in the morning before going to school               | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |
| 6  | Our home provide a conducive environment for children to learn after school | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |

|   |                                                                                                                                                       |       |       |       |       |       |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|-------|-------|-------|
| 7 | I can afford all the basic requirements such as school fees, activity fee, uniform, lunch and learning materials my child require for their education | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |
| 8 | Provision of information and learning materials enable learners to do their homework at home                                                          | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |
| 9 | Provision of children guidance and protection from bad company is essential in promoting learners academic performance                                | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |

### Section C: Parents' Participation in School Meetings

7) Please, indicate by ticking (✓) whether, you Strongly Disagree (SD), Disagree (D), No Opinion (NO), Agree (A) or you Strongly Agree (SA), regarding each of the following statements concerning the parents' participation in school meetings.

| No. | Sentiments on parents' participation in school meetings                                          | SD(1) | D(2)  | N(3)  | A(4)  | SA(5) |
|-----|--------------------------------------------------------------------------------------------------|-------|-------|-------|-------|-------|
| 1   | My attendance to school educational days is rewarding                                            | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |
| 2   | I receive invitations to attend school fundraising days                                          | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |
| 3   | Our school has clear guidelines on how parents are invited to the school annual general meetings | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |
| 4   | Communication regarding school meetings is communicated to all parents in a timely manner        | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |

|   |                                                                                                                                                                  |       |       |       |       |       |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|-------|-------|-------|
| 5 | Parents are sensitized on the importance attending school meetings                                                                                               | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |
| 6 | The school has a clear communication strategy for involving parents on school meetings                                                                           | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |
| 7 | My participation in school activities has a lot of significance on the education of my children                                                                  | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |
| 8 | My involvement in school activities keeps me informed on the progress of my children education                                                                   | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |
| 9 | During school meetings, I get an opportunity to talk to the class teacher on the strengths and weaknesses of my child hence improving their academic performance | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |

### Section E: Parental Involvement in Academic and Homework Supervision

8) In this section, tick, where your best opinion lies ((√) use the scale 1 = Strongly, Disagree (SD) 2 = Disagree (D) 3 = Neutral (N) 4 = Agree (S) 5 = Strongly Agree (SA) to show the extent of agreement or disagreement with the given statement on your involvement towards the academic and homework supervision.

| No. | Sentiments on parental academic and homework supervision                   | SD(1) | D(2)  | N(3)  | A(4)  | SA(5) |
|-----|----------------------------------------------------------------------------|-------|-------|-------|-------|-------|
| 1   | I like supervising and helping my children in doing their homework at home | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |
| 2)  | I check my child's homework every day after they come from school          | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |

|     |                                                                                                                                                                |       |       |       |       |       |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|-------|-------|-------|
| 3)  | Guiding my children in their homework has made me understand and identify the weak areas in my children                                                        | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |
| 4)  | Participating in children's education and school work supervision, have made my child to get along well in performing activities they were unable to do before | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |
| 5)  | My participation in guiding my children on school work and assignments make them feel encouraged to do well academically                                       | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |
| 6)  | The provision of required assignments and homework materials at home boost children learning morale                                                            | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |
| 7)  | I only give permission for children to study at home when there is no work to give them                                                                        | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |
| 8)  | I usually go through my children books to know what topics were covered on each subject                                                                        | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |
| 9)  | I do not have time to assist and participate in my children learning                                                                                           | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |
| 10) | I provide children with a reading room that is equipped with a table, chairs and lighting                                                                      | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |
| 11) | The nature of my job does not allow me to help children in doing their homework at home                                                                        | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |
| 12) | It is not my duty to ensure school homework and assignments are done by the child                                                                              | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |

## Section F: Parental Involvement in School Decision-Making

9) In this section, tick, where your best opinion lies ((√) use the scale 1 = Strongly Disagree (SD) 2 = Disagree (D) 3 = Neutral (N) 4 = Agree (S) 5 = Strongly Agree (SA) to show the extent of agreement or disagreement with the given statement on your involvement towards school decision-making.

| No. | Sentiments on parental involvement in school decision-making                                                                   | SD(1) | D(2)  | N(3)  | A(4)  | SA(5) |
|-----|--------------------------------------------------------------------------------------------------------------------------------|-------|-------|-------|-------|-------|
| 1   | I am aware of the different avenues parents get involved in making school decisions                                            | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |
| 2   | I have participated in school activities where I have given contributions hence influence school decision-making               | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |
| 3   | Parents are invited to participate in school advisory committees                                                               | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |
| 4   | Our school invites parents to give their input on hiring of teaching and non-teaching staff                                    | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |
| 5   | Our school gives parents an autonomy to contribute their views on staff professional development                               | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |
| 6   | We have an active PTA body which represents parents affairs to the school management                                           | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |
| 7   | I have a say and contributions towards the renovation and development of school infrastructure and resources through my advice | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |
| 8   | Parents representatives are allowed to give the school management advice on financial management aspects                       | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |

|    |                                                                                                                      |       |       |       |       |       |
|----|----------------------------------------------------------------------------------------------------------------------|-------|-------|-------|-------|-------|
| 9  | Parents in my school have been made aware on the importance of getting involved in school decision-making            | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |
| 10 | I receive invitations to represent other parents on school meetings                                                  | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |
| 11 | During school meetings, parents are allowed to talk and contribute their ideas on academic aspects of their children | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |

#### **Section F: Academic Performance of Learners in Junior Schools**

| <b>No.</b> | <b>Statements regarding academic performance</b>                                                                | <b>SD(1)</b> | <b>D(2)</b> | <b>N(3)</b> | <b>A(4)</b> | <b>SA(5)</b> |
|------------|-----------------------------------------------------------------------------------------------------------------|--------------|-------------|-------------|-------------|--------------|
| 1          | Parental provision of basic needs has enabled learners to improve their academic performance.                   | [ 1 ]        | [ 2 ]       | [ 3 ]       | [ 4 ]       | [ 5 ]        |
| 2          | Parents participation in school meetings has made learners to perform better in the continuous assessment tests | [ 1 ]        | [ 2 ]       | [ 3 ]       | [ 4 ]       | [ 5 ]        |
| 3          | Parental academic and homework supervision has made learners to perform better in end of term examinations      | [ 1 ]        | [ 2 ]       | [ 3 ]       | [ 4 ]       | [ 5 ]        |
| 4          | My attitudes towards getting involved in school activities negatively affect my children's academic performance | [ 1 ]        | [ 2 ]       | [ 3 ]       | [ 4 ]       | [ 5 ]        |
| 5          | Participation in school-decision-making has boosted my children academic achievement                            | [ 1 ]        | [ 2 ]       | [ 3 ]       | [ 4 ]       | [ 5 ]        |
| 6          | Regular guiding children in doing school work have made my child to respond quickly to questions in class       | [ 1 ]        | [ 2 ]       | [ 3 ]       | [ 4 ]       | [ 5 ]        |

|   |                                                                                             |       |       |       |       |       |
|---|---------------------------------------------------------------------------------------------|-------|-------|-------|-------|-------|
| 7 | Parental support enable learners to remain active in class                                  | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |
| 8 | My parental support has boosted the ability of my child to participate in group discussions | [ 1 ] | [ 2 ] | [ 3 ] | [ 4 ] | [ 5 ] |

**Thank you for your cooperation and time.**

### **Appendix III: Interview Schedule for Head-teachers**

#### **SECTION A: Demographic Information**

1) What is your highest academic qualification?

KCPE Certificate [    ]

KCSE Certificate [    ]

Diploma [    ]

Degree [    ]

Masters [    ]

PhD [    ]

2) For how long have you been working as a head-teacher in this public primary school?

Less than a year [    ]

Between 1- 5 years [    ]

Between 6-10 years [    ]

Between 11-15 years [    ]

Between 16- 20 years [    ]

Over 20 years [    ]

#### **SECTION B: Parental Provision of Basic Needs**

3) Please comment on the level of parental commitment towards the provision of learners' basic requirements.

4) What is the ministry's direction towards addressing parental provision of basic needs attributes?

- 5) Recommend mitigation measures for addressing the challenges relating to parental provision of basic needs.

### **SECTION C: Parental Participation in School Meetings**

- 6) Explain steps taken by your school in ensuring and enhancing parental involvement and participation in school meetings.
- 7) In what ways does parental participation in school meetings contribute to learners' academic performance?

### **SECTION D: Parental Involvement in Academic and Homework Supervision**

- 8) Discuss how you motivate parents to be involved in the academic and homework supervision of their children.
- 9) What challenges do you encounter in achieving the parental involvement in academic and homework supervision at your institution? give mitigation strategies for this.

### **SECTION E: Parental Involvement in School Decision-Making**

- 10) Now that the aspect of parental involvement in school decision-making is a very critical aspect, explain how this concept is realized at your school.
- 11) In what ways does parental involvement in school decision-making contribute to learners' academic performance?
- 12) What challenges do you encounter in achieving the parental involvement in school-decision-making at your institution?

### **SECTION F: Academic Performance of Learners in Junior Secondary Schools**

- 13) What is the status of the performance of junior secondary school learners in your school?
- 14) Highlight issues that hinder the academic performance of learners in junior secondary school in your institution.
- 15) Suggest possible solutions that can solve those problems.

**Thank you for your cooperation and time.**

## **Appendix IV: Interview Schedule for Class-teachers**

### **SECTION A: Demographic Information**

- 1) How many years have you served as the class-teacher of junior secondary students in your school?

### **SECTION B: Parental Provision of Basic Needs**

- 2) Please, explain the ways in which parental provision of basic needs affect the academic performance of learners in junior secondary school.

### **SECTION C: Parental Participation in School Meetings**

- 3) How does your school support parents' involvement in school meetings?
- 4) What possible challenges hinder parental involvement in school meetings? Give opinions to solve the stated problems.

### **SECTION D: Parental Involvement in Academic and Homework Supervision**

- 5) What is your role in ensuring parents children get involved in the academic and homework supervision of their children?

### **SECTION E: Parental Involvement in School Decision-Making**

- 6) Discuss how parental involvement in decision-making should be handled to influence the academic performance of junior secondary learners in your school.
- 7) What do you think should be done to improve the parental involvement in school decision-making?

### **SECTION F: Academic Performance of Learners in Junior Secondary Schools**

- 8) Discuss the challenges that contribute to the poor academic performance of junior secondary learners in your school.

**Thank you for your cooperation and time**

## **Appendix V: Focused Group Discussion Questions for Learners**

### **SECTION A: Demographic Information**

- 1) Provide information on your gender, age and who provides for your education.

### **SECTION B: Parental Provision of Basic Needs**

- 2) Discuss the number of various needs you require for you to be comfortable at home and school.
- 3) Discuss the nature of support that is provided by your parent/guardian to enhance your academic performance.
- 4) What challenges hinder your parents from providing basic needs?

### **SECTION C: Parental Participation in School Meetings**

- 5) Discuss how the parental participation in school meetings should be handled to facilitate your academic performance
- 6) What possible challenges hinder your parental/guardian involvement in school meetings? Give opinions to solve the stated problems.

### **SECTION D: Parental Involvement in Academic and Homework Supervision**

- 7) In what ways does your parent/guardian contribute to your academic and homework supervision?
- 8) What do you think hinders your parent/guardian involvement in academic and homework supervision?

### **SECTION E: Parental Involvement in School Decision-Making**

- 9) What do you think hinders your parental/guardian involvement in school decision-making at your school?
- 10) What do you think should be done to improve parental/guardian involvement in school decision-making at your school?

### **SECTION F: Academic Performance of Learners in Junior Secondary Schools**

- 11) What challenges contribute to the poor academic performance of junior secondary learners in your school?

12) What do you think should be done to improve the academic performance of junior secondary school learners at your school?

**Thank you for your cooperation and time.**