

**INFLUENCE OF PARENTAL INVOLVEMENT ON ACADEMIC ACHIEVEMENT
OF PUPILS IN PUBLIC PRIMARY SCHOOLS IN RACHUONYO SOUTH SUB-
COUNTY, KENYA**

OLOO COLLINS ODHIAMBO

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DECLARATION

Declaration by the Candidate

This thesis is my original work and has not been submitted for a degree in any other university. No part of this thesis may be reproduced without the prior written permission of the author and / or Rongo University.

OLOO COLLINS ODHIAMBO Sign.....Date.....

Declaration by Supervisors

This Thesis has been submitted for examination with our approval as the university Supervisors;

Dr. Stella Juma,

Sign.....Date.....

Department of Management and Foundation,

Rongo University.

Dr. Zadock Murundu,

Sign.....Date.....

Faculty of Education,

Tom Mboya University College.

DEDICATION

This thesis is dedicated to my Parents; Mr. Lukio Oloo Abiero and Mrs. Gladys Anyango Oloo, whose efforts to educate me have borne fruits in this work. To my beloved wife, Veronicah Auma and my children; Chiquita Marsh Collins, Rick Denher Collins and Bonnie Alison Collins. To my brothers and sisters; Charles Oloo, Rastus Oloo, Grace Odhiambo, Mildred Atieno, Christine Udoma, Jane Akelo and Faith Ochieng. Finally, to my sisters-in-law Mary Achieng and Irene Adhiambo.

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ABSTRACT

There is an increased demand for academic achievement in public primary schools in the world today. The demand has made all stakeholders explore areas that can contribute to academic achievement to enhance pupils' development in the society. Pupils in public primary schools are often faced with unique challenges that hinder them from meeting their parents' expectations, yet there has been limited information about parental involvement in their children's academic achievement in schools. The situation is worrying because, only a few; 09% in 2012, 08% in 2014 and 08% in 2017 parents had interest in their children's academic achievement in schools. The purpose of the study was to establish the influence of parental involvement on academic achievement of pupils in public primary schools. Objectives of the study were to establish: The influence of home-school communication on academic achievement; influence of parents' provision of school requirements on academic achievement; the extent to which parents' supervision of homework influences academic achievement and whether parents' participation in education activities at school has influence on academic achievement. The study was based on Bronfenbrenner (1979) Ecological System Theory of Development which outlines the influence of parental involvement at school and other surroundings on a child's development. The study was conceptualized on how various variables interrelate to affect academic achievement. The study design was sequential explanatory. The study population consisted of 300 teachers, 1210 parents, 75 head teachers and 1210 pupils drawn from 75 public primary schools. Stratified sampling technique was used to select 23 primary schools (30% of the study population). Simple random sampling technique was used to select 230 pupils and purposive sampling was used to select 50 parents, 23 head teachers and 90 teachers. To establish reliability of research instruments, a pilot study was carried out in 2 schools, 2 head teachers and 9 teachers (10% of the study population). Validity of instruments was established by presenting the instruments to experts for verification. Reliability coefficient of 0.7 and 0.8 was obtained for head teachers' and teachers' questionnaires respectively while Reliability test for interview schedules, focused group discussion guide was carried out by parallel-form reliability. Quantitative data was analyzed using descriptive statistics in form of frequency count and percentages and inferential statistics using chi-square test of dependence. Qualitative data generated from open ended questions were organized, categorized and presented in narratives. Study instruments used were; questionnaires, interview schedule, focused group discussion guide and document analysis form. The study established that; home to school communication, $\Phi = .942$, parents' provision of school requirement, $\Phi = .836$, and parents' supervision of homework, $\Phi = .914$, had very strong significant influence while parents' participation in education activities at school, $\Phi = .641$, had a strong influence on academic achievement of standard eight pupils. The study recommended the following; there should be regular home-school communication, parents should be encouraged to provide extra school requirements, rules governing administration and conduct of homework should be put in place, school visits and school open days should be made regular in public primary schools.

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ABBREVIATIONS/ACRONYMS

BOM	Board of Management
CFGDG	Children Focused Group Discussion Guide
DAF	Document Analysis Form
HTQ	Head teachers Questionnaire
NACOSTI	National Council for Science and Technology
PIS	Parents' Interview Schedule
PTA	Parent Teachers Association
SGS	School of Graduate Studies
SPSS	Statistical Package for Social Science
TQ	Teachers' Questionnaire
UPE	Universal Primary Education
USA	United States of America

CHAPTER ONE: INTRODUCTION

1.1. Background to the Study

Various types of measures can be applied when looking at the term parental involvement such as parents' educational aspirations for their children, helping with homework, parents' participation in school activities, teaching appropriate behaviour for academic success, home to school communication, parents' provision of school requirements on academic achievement (Dumont, Ludtke, Neumann, Niggli & Schnyder, 2012). When community, family and school work towards supporting children's academic achievement, children tend to work hard in school and like school the more. Prior to the end of the 19th century, formalized attendance to schools in early years was a collaboration between school and parents, where parents initiated the process of school attendance by taking their children to school. Children with concerned parents are more likely to do better in their academics. Within the settings of the community norms, children were brought up together (Burns, 2010).

According to Hill and Craft (2013) parental involvement has been found to be related to increased academic achievement. The mechanisms through which parental involvement exerts its influence on a pupil's academic achievement are not yet fully understood. It is therefore necessary to establish various mechanisms by which parents can be or are involved in their pupil's learning process. These mechanisms include the nature of parental involvement, parents' provision of school requirements and how parents' participation at school influence their involvement in their pupil's academic achievement.

Today, the family structure is quite different, it is uncommon to find only one parent as the bread winner. The new family setting in view of the financial demand today, many

parents are unable to support their children's education in regard to parental involvement (Burns, 2010). Research has shown disconnect between parental involvement in learning activities and because of this family structure, schools have been forced to carry the burden and responsibilities of educating pupils, both socially, economically and academically. Schools have taken the parents' roles since they are playing very minimal role of being number one caregivers of their children instead of being just supporters (Burns, 2010).

Glewwe & Kremer (2009) states that the child first educator is the parent and most essential teacher in life and he/she is expected to be in the central part of the child's early school or journey since it is believed that a child and parent should grow together and have a rewarding experience. Sofie, Cabus, & Aries (2017) reported that, parental involvement is a powerful force and "parents are very essential in the centre of child's education." Child's learning starts at home through family interaction and this extend to school.

In supporting children's academic achievement, parents should be at the centre in providing extra school requirements for their children. A child who is provided for in this regard tends to work better in school. According to (Canadian Council on Learning, 2015) extra school requirements lays the groundwork for holistic development as well as forming pathways for learning. Therefore, parents who provide extra school requirements are primary caregivers in supporting academic achievement of their children. Extra school requirements that parents provide include, school bags, pens, pencils, extra exercise and supplementary books, paying school levies and school uniform for their children (Epstein, 2010). According to Addi-Racah & Ainhoren (2009) 'Educators set homework to consolidate and practice assignment already undertaken in school or in preparation for the next class. When parents supervise homework of their children, it does not only create a

strong parent-child bond, but that praise given for completing homework correctly also boosts the child's self-esteem. Parents who provide support to their children ask questions during the learning process promote factual and critical thinking. Therefore, the most important part of learning where parents can get involved on a daily route of learning is by ensuring that they supervise homework daily (Kaur, 2011).

All education stakeholders and policy makers support the importance of parental participation in school activities; however, how to meaningfully engage parents for the good of their children is less understood (Pinantoan, 2010). The role of the school administrators is very crucial in the successful development and implementation of effective parent participation activities (Blackmore and Hutchison, 2010). The role of parents in running education sector is well rooted in education policy and their active responsibility revolves around infrastructure development, discipline and monitoring the academic achievement of the schools where their children learn. Parents are known to be real partners, social clients, ready consumers and teaching and learning assistants in running of schools (Thomson, Bortoli, Hillman & Buckley, 2011).

Gestwicki (2009) study on the major notion of parent involvement in the United States of America states that; parents have knowledge of what they want for their children and therefore, should get involved in the school programs. Parental involvement in school activities helps those educational settings to decrease budget costs and build a relationship between a parent and school (Gestwicki, 2009). However, these parental involvement efforts are limited to middle-class families only. Kmeoontz and O'Donnell (2009) in their study of parents' participation in school management was evaluated in relation to financing or organizing resources, disciplining, budgeting, and implementation of school policies as the major duties in which parents mainly involve themselves and the aspects which they may directly influence pupils' academic achievement.

Research has clearly linked parent involvement to positive educational achievement and success including more positive attitude towards school, better grades and higher test scores (Thao, 2009). According to Ahen (2010) children learn best when they have the opportunities to interact with the environments, particularly with parents who are a vital part of their environments. He argued that parent involvement activities such as practising interactive homework creates opportunities for children to interact meaningfully with parents such that they construct their own knowledge within both social and physical environment through this process (Bailey & Ross, 2009).

Parental involvement in South African schools has been primarily limited to funding of schools and volunteering according to Lemmer (2009). She found out that, legislation extended the right to parents and the community to participate in the school's governing structures which created a framework for formal parents' involvement. According to Akanksha, Edge, Legault and Acher, (2008) in Senegal, Uganda, Burundi and Malawi, only small minorities of parents actively participate in school activities. In Kenya, the issue of parental involvement in the academic achievement of their children appears to be a recent undertaking (Nyandwaki, 2012). Nairobi County (NC) education taskforce report (2014), however, agree that, parents should be involved in the education of their children. They explain that, the major role of the parents should be to bring up their children to become good achievers in school.

Parental involvement refers to commitment of parents to have parent-school engagement with the teachers about their children's needs, or a combination of commitment and active participation on the side of parents, engaging in all the activities at school and home that facilitate child development in education (Hornby & Lafaele, 2011). Direct involvement on student academics such as parents' provision of school requirements on academic achievement, home to school communication on academic achievement and various forms

of interactions have different effects on pupils' academic achievement (Fan & Williams, 2010). Parents can be involved in the academic achievement of their children by discussing school events and programs with their children, helping with homework, setting homework time or room, being available for the pupil at home, providing all the basic needs for the child, volunteering at school, knowing the parents of their child's friends, attending school meetings and monitoring the child's study progress at home and school (Jeynes, 2010).

Many variables that affect pupils' academic achievement manifest themselves in examination outcome. Some of these factors are either home based or school based (Muola, 2010). Parents provide unseen labour that support and complement that of the school staff. Parental involvement on academic achievement has preoccupied research undertakings in the developed World, it is beginning to be a focus of attention for study in Africa and Kenya. Worse still is that studies have been minimal on parental involvement on academic achievement in standard eight pupils' academic matters (Jeynes, 2010).

Rachuonyo South Sub-County, Kenya, that is targeted for this study has scanty information about parental involvement in their children's academic achievement in public primary schools. A report from Homa Bay County Education Office (2017) indicates a worrying situation that very few parents have shown interest in their children's academic achievement in public primary schools. The parents' involvement ranking in Homa Bay County is summarized in Table 1.

Table 1: Parents' Involvement Ranking Per Sub-County

Sub County / Year	2012	2013	2014	2015	2016	2017
Homa Bay	45	48	44	46	49	47
Karachuonyo	44	39	46	47	45	49
Mbita	39	38	41	42	41	43
Ndhiwa	51	53	51	55	50	49
Rachuonyo East	50	51	52	48	43	50
Rachuonyo South	09	11	08	10	09	08
Rangwe	47	49	51	49	46	49
Suba	48	48	50	54	51	50

The above table indicates parental involvement on academics in Sub Counties in Homa County from year 2012 to 2017, it shows that Rachuonyo South Sub-County Parents lagged behind in getting involved in their children's academic activities. Inter play of factors contributed to this phenomenon are not yet known, hence there is great need to establish the influence of parental involvement on academic achievement of pupils in public primary schools in Rachuonyo South Sub County, Homa Bay County, Kenya.

1.2. Statement of the Problem

Parental involvement is a factor that has been regularly associated to be a good child's academic achievement, while this relation between parental involvement and child's

academic achievement is well approved and studies are yet to determine how parental involvement increases child's academic achievement. Given the fact that parental involvement plays a crucial role in the academic achievement of children, it is desirable that a study be done to find out its influence on academic achievement. However, the influence of parental involvement on academic achievement in Rachuonyo South Sub-County seem not to have been given much attention particularly in Standard eight which is a transition level from primary education to secondary education. There has been scanty information about parental involvement in standard eight pupils in public primary schools in Rachuonyo South Sub County. This study therefore seeks to establish the influence of parental involvement on the academic achievement of pupils in public primary schools in Rachuonyo South Sub County, Homa Bay County, Kenya.

1.3. Purpose of the Study

The purpose of the study was to establish the influence of parental involvement on academic achievement of pupils in public primary schools in Rachuonyo South Sub County, Homa Bay County, Kenya.

1.4. Objectives of the Study

Objectives of the Study were to:

- i) Find out influence of home to school communication on academic achievement of standard eight pupils in public primary schools in Rachuonyo South Sub –County, Kenya.
- ii) Determine the influence of parents' provision of school requirements on academic achievement of standard eight pupils in public primary schools in Rachuonyo South Sub-County, Kenya.

- iii) Assess the extent to which parents' supervision of homework influences academic achievement of standard eight pupils in public primary schools in Rachuonyo South Sub County, Kenya.
- iv) Establish whether parents' participation in educational activities at school has an influence on academic achievement of standard eight pupils in public primary schools in Rachuonyo South Sub-County, Kenya.

1.5. Research Questions

The study addressed the following research questions:-

- i) Does home to school communication influence academic achievement of standard eight pupils in public primary schools in Rachuonyo South Sub-County, Kenya?
- ii) Is there any relationship between parents' provision of school requirements and standard eight pupils' academic achievement in public primary schools in Rachuonyo South Sub-County, Kenya?
- iii) To what extent does parents' supervision of homework influence academic achievement of pupils in public primary schools in Rachuonyo South Sub County?
- iv) To what extent does parents' participation in educational activities at school influence standard eight pupils' academic achievement in Rachuonyo South Sub-County?

1.6. Assumptions of the Study

The assumptions of the study were as follows: -

- i) That all the parents and teachers have relevant information on parental involvement on academic achievement of pupils in public primary schools.
- ii) That all parents are involved up to a certain level in the academic achievement of their children in public primary schools.

- iii) That all the parents, teachers and pupils who are contacted will give their consent to be included in the study.
- iv) That all parents and teachers will give their honest views in relation to this study.

1.7. Significance of the Study

The findings of this study may provide parents and teachers with information on dynamics of parental involvement on academic achievement of pupils in public primary schools. The study findings are important to education officers, teachers, parents, education planners and other stakeholders in devising proper ways of promoting parental involvement on academic achievement of pupils in public primary schools.

The study findings also expose some factors that hinder parental involvement on academic achievement in public primary schools and lastly the study findings may stimulate the need to conduct similar studies in other Sub Counties.

1.8. Scope of the Study

The following were the scope of the study: -

The study focused on standard eight pupils in Rachuonyo South Sub County, Homa Bay County because standard eight pupils undertake a standard test and moderated examination with standardized assessment tools, this is because the Rachuonyo South Sub-County standard eight evaluation test used for term one and two was set and moderated and done by all the standard eight pupils in the Sub-County. The test was well supervised as required for an examination. The study involved standard eight pupils, standard eight teachers, standard eight parents and selected public primary school head teachers. The study was conducted in Rachuonyo South Sub-County only in Homa Bay County, Kenya. The study was done in Homa Bay County because all other studies on parental involvement carried out in Homa Bay County had been done in preschool or

elementary level of education and so there was need to find out if these elements of parental involvement that had been studied in other counties apply to Homa Bay County.

The study was particularly conducted in Rachuonyo South Sub-County because it has minimal information focusing on parental involvement in academic achievement on standard eight pupils in public primary schools. It was conducted in public primary institutions in Rachuonyo South Sub-County because most of the public primary schools in Rachuonyo South Sub-County have learners/pupils from diverse backgrounds; ranging from low, middle to more affluent income backgrounds. Standard eight teachers were targeted for this study because they are the ones who handle these pupils, are the facilitators of academic achievement. Not only do standard eight teachers play a vital role in preparing pupils, but are also key in giving information how best pupils are able to achieve. Similarly, Head teachers as administrators of the schools are key in decision making that involves parents on academic achievement of their children and therefore their role can't be ignored especially where academic achievement is involved.

1.9. Limitations of the Study

The following were the limitations of the study:

It was not possible to include the opinion of all stakeholders; only few parents, teachers and children were involved, the reason being, the area under investigation had high study population; tracing all parents required considerable time, resources and other logistics. To overcome this, the researcher decided to rely on the views from few head teachers, standard eight teachers, standard eight pupils and standard eight parents.

The study area was vast, however, the researcher administered and collected the filled in questionnaires on different days. The terrain of the area and rainy weather posed a great challenge to the process of data collection. To overcome this, the researcher only

collected the data during morning hours. Some of the respondents found the study rather sensitive and were suspicious of the findings. To overcome this, the researcher assured the respondents that the data was to be treated with confidentiality and the report was to be used for academic purposes only.

1.10. Theoretical Framework

The study was based on Bronfenbrenner's (1979) Ecological System Theory of Development as cited by Rosa and Tudge, (2013). The theory outlines the influence of parental involvement at school and the other surroundings on a child's development. Like fish in the ocean, people exist as part of an ecosystem, with each person having their own immediate social 'microsystem'. Parents, teachers and caregivers are all part of this 'microsystem' and positive interactions between these parts will create balance for an individual's growth and learning. These vital interactions are all part of an individual's 'microsystem: For example, when parents and teachers communicate directly and work towards shared goals, such as encouraging child's interest in reading, practising an instrument for school concepts or raising a grade e.g. from C to B, children can rely on their support system and feel more confident in creating and pursuing goals. Bronfenbrenner's model predicts that high levels of parent involvement in schools should lead to successful child outcomes.

1.11. Conceptual Framework

From the Theoretical Framework discussed, a Conceptual Framework has been developed and discussed below. The Conceptual Framework has been discussed by showing the relationship that exist among; the Independent Variables, an Intervening Variable and Dependent Variable.

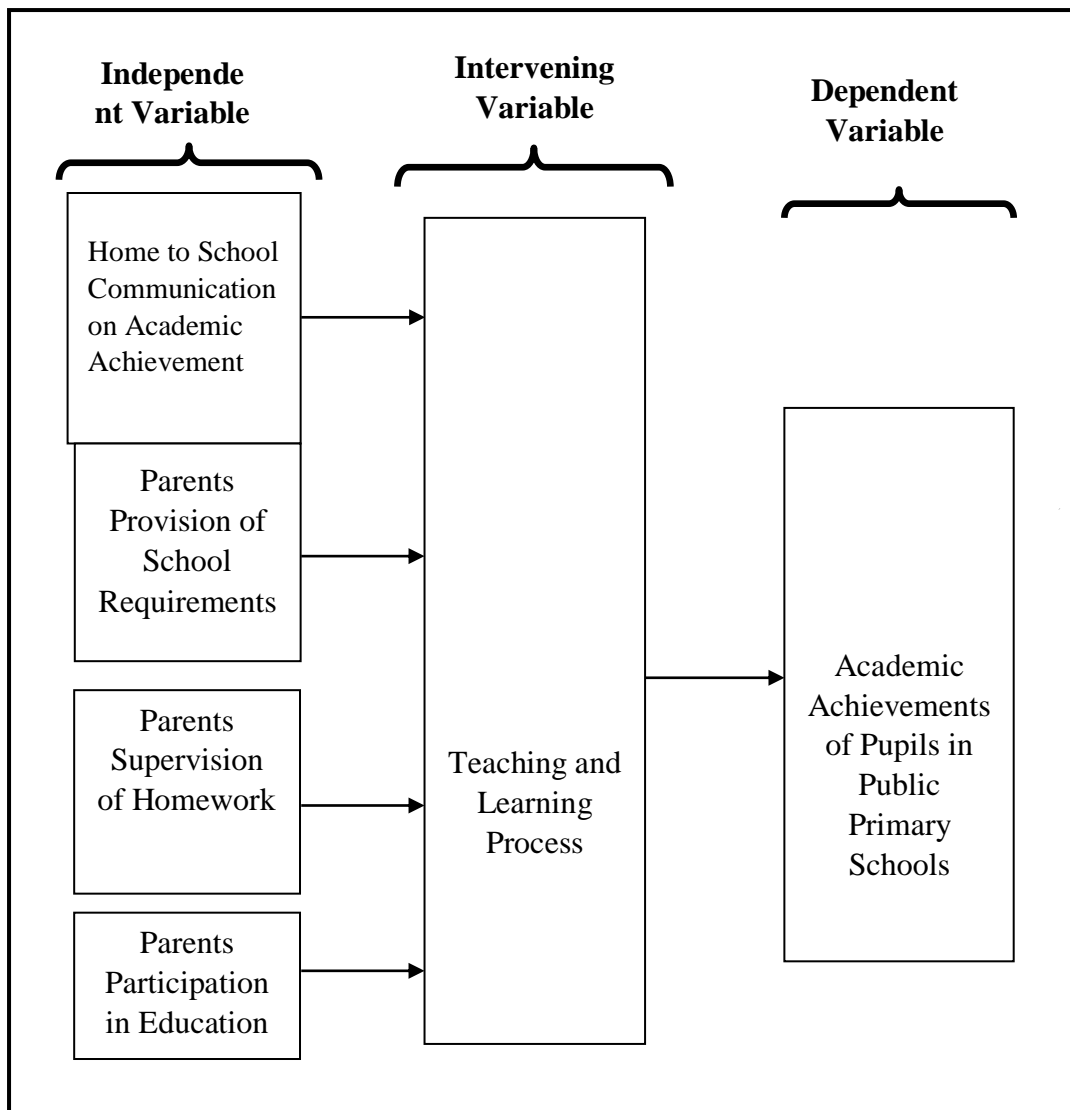


Figure 1: Conceptual Framework on the Influence of Parental Involvement on Academic Achievement of Pupils in Public Primary Schools

In the Conceptual Framework as shown in Figure 1, academic achievement of standard eight pupils depends on several variables like; home to school communication on academic achievement, parents’ provision of school requirements on academic achievement, parents’ supervision of their children’s homework and lastly, parental participation in education activities at school.

In Rachuonyo South Sub-County, there is no individual factor which has much weight on its own on the influence of parental involvement on academic achievement of pupils in

public primary schools. It is the interrelationship among the variables that has crucial influence in the conceptual framework. All these independent variables: Home-school communication like phone calls, parents' participation in school activities like attending to clinic days, parents' provision of school requirements like provision of uniforms and parents' supervision of homework like setting rules governing administration and conduct of work influence academic achievement. All these independent variables if well taken care of, can yield positive results and if not adhered to, can yield negative results. All independent variables interrelate to influence the dependent variable (Academic Achievements of Pupils in Public Primary Schools) as the intervening variable (Teaching and learning process) like teaching methods are utilized to influence either positively or negatively the whole process of academic achievement of pupils in public primary schools. This association is shown in Figure 1.

1.12. Operational Definition of Terms

In this study, the following terms should be taken to mean as indicated: -

Academic Achievement: -Academic achievement in this study refers to outcome to which standard eight pupil in Rachuonyo South Sub County has achieved in his or her continuous assessment test for term one and term two of year 2018.

Home to School Communication: In this study home to school communication refers to talk that is initiated by standard eight parents in Rachuonyo South Sub County with the school concerning their children in standard eight pupils to help improve academic achievement of pupils in public primary schools.

Homework Supervision: - Homework supervision in this study refers to involvement of standard eight parents in Rachuonyo South Sub-County to ensure that an extension of classroom work given to their children in school is accomplished as required.

Influence: - Refers to the extent of association between independent and dependent variable as determined by Phi Cramer's coefficient of chi-square test of independence.

Parent: - Parent in this study refers the biological parent, legal guardian, or other persons giving care and are responsible for a standard eight pupil in Rachuonyo South Sub-County.

Parent's Participation: - Parent's participation in this study refers to activities that standard eight parents, guardians and other caregivers in Rachuonyo South Sub-County attend to at school or at home concerning their children in public primary schools.

Parental Involvement: -Refers to commitment from standard eight parents in Rachuonyo South Sub-County to actively have home to school communication, provide school requirements, supervise homework and participate in school activities to help enhance standard eight pupils' academic achievement.

Public Primary School: - Public primary school in this study refer to primary schools owned by the government and open to all citizens in Rachuonyo South Sub-County.

Pupil: - Pupil in this study refers to learners enrolled in standard eight in the public primary schools in Rachuonyo South Sub-County that are between the age of 13-15 years.

School Activities: In this study school activities refer to activities such as academic clinics, parent/teacher meetings, following the progress of the child and taking part in related activities that parents of standard eight pupils in Rachuonyo South Sub County are involved in public primary schools where their children learn.

School Requirements: In this study school requirements refers to extra materials, books, pens and other school needs that standard eight pupils in Rachuonyo South Sub County is in need of that is provided by their parents/guardians to enhance academic achievement.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed related literature on influence of parental involvement on academic achievement of pupils in public primary schools. This section focuses on four sub topics based on the objectives of the study: Influence of home to school communication on academic achievement of pupils in public primary schools; Parents' provision of school requirements on academic achievement of pupils in public primary schools; Parents' supervision of their children's homework on academic achievement of pupils in public primary schools and Parents' participation in educational activities in school on academic achievement of pupils in public primary schools in Rachuonyo South Sub-County, Kenya.

2.2 Home to School Communication

Carr, Heath & Maghrabi (2015) study investigated that poor language skills may be a barrier, resulting in unequal communication opportunities. Schools should make sure that all school parents understand the information given at the school. The respondents of the study were 400 parents and 80 teachers from Finland. Only quantitative data were collected. The study sample was drawn both from rural and urban setting. Respondents were parents and teachers of pupils from grade 1-9 in municipalities in Finland. Only questionnaires were used to provide a thorough picture of the parents' and teachers' experiences. The result was that adequate teaching competences in using information and communication technologies (ICT) is a factor in teacher well-being. However, the study did not collect qualitative data, the study did not involve school head teachers and pupils. The current study provided more detailed information on the views of parents, teachers, pupils and head teachers. Moreover, if collected both qualitative and quantitative data from parents, teachers, head teachers and pupils of grade eight only.

Epstein (2010) who studied communication as an integral component for determining a strong school community, stated that learning management system (LMSs) present new opportunities for communication and collaboration among parents, teachers and students. The study focused on learning management system for school-home communication in rural K-12 school districts. The study only employed the use of quantitative data collected from parents, teachers and students. Most of the population received the survey via email. The study used a very small population of parents and teachers within the target district. The study results demonstrated that the learning management system may provide value to school-home communication. The current study therefore sought specific non-learning management system forms of school-home communication, study collected both qualitative and quantitative data and lastly, the study included head teachers who were left out in the first study as the academic achievement decision makers.

Kraft (2016) who examined engagement of parents as partners in education through better communication only involved parents as partners in students' learning. The study used randomized controlled trials to illustrate how parents with brief but specific and actionable recommendations and advice can enable them to support their children's learning better. This quantitative study examined one rural Michigan school district's approach to leverage a newly adopted learning management system for communication purposes. The study utilized a census approach in which all members of the population were surveyed. Only questionnaires were used to collect data from the parents. The result showed that all parents accessed the internet daily except four. However, the study results did not indicate how the internet was used to enhance home-school communication. The current study therefore brought out how the use of internet enhance home-school communication. Also, qualitative and quantitative data were included in the study and lastly, the study explored population both from urban and rural settings.

Rogers (2015) determined the effects of weekly teacher-to-parent messages sent to the parents of high-school students during a traditional summer school program offered by a large urban school district in the Northeastern United States. The researcher in this study hired the use of a translator. The study employed the use of experimental design and a block randomized trial. A total of 1417 students actively enrolled. The study only used questionnaires for both teachers and students. However, the study did not use the interview schedule and pupils focus group discussion. The current study therefore used four tools that is questionnaires, interview schedule, pupils' focus group discussion and documentary analysis for data collection. Furthermore, the current study looked into communication in totality, not only in text messages.

Laluvein (2010) who examined the context of teacher's decisions in connection to children with special educational needs, data was drawn from a small-scale interview of 10 pairs of parents and mainstream primary teachers. The study used a dyadic approach method. The study only used interview schedule for parents and teachers and this show that only qualitative data was collected for the research. The study results revealed that there is relationship between teacher's decision and children academic achievement. However, the study results did not show which teacher's decisions they were. The current study employed the use of both qualitative and quantitative data.

Gilgore (2015) who investigated the effects of teacher communication on parent's knowledge on the work their children do in classroom. Data was collected through pre-information and post-information question sheets, interviews, and education events feedback forms. A total of twenty-two parents were participants in this study. The study conducted two parent meetings and the two parent meetings were identical in terms of format and content. The study results showed that teacher-communication knowledge of the work has a relationship with children's academic achievement. However, the study did

not reveal teacher communication knowledge strategy employed to bring out the connection. The current study therefore used both qualitative and quantitative data. Besides the study only used one meeting with the parents and a larger population of parents, teachers and pupils.

Thompson *et al.* (2012) study investigated the changing nature of parent-teacher communication: mode selection in the smartphone era. The participants were 1349 parents of students from district in the Midwestern United States. A total population of the district was 37164. 1500 students were used in the study. Both qualitative and quantitative responses was explored to help understand the communication modes. The study applied media richness theory. Data was analyzed and presented in frequencies and percentages. They revealed an increase in parents' preference for frequent e-mail communication as well as for emerging modes of parent-teacher communication. However, the results were not inclusive of other communication channels and did not include teachers who could provide additional insight. The current study explored different ways of parent-teacher communication modes and this study also used pupil focus group discussion as tools of data collection.

Sad and Gurbuzturk (2010) study examined the extent of parental involvement among primary school children concerning the area of communication and homework support. The study was designed based on descriptive survey model and comparative and correlational associative models. The study sample comprised of 1252 parents whose children studied at 1st to 5th classes of six primary schools in Malatya province. The study employed parental involvement scale to collect the data. The study results revealed that parents' level of involvement was high for tasks such as communication with children, creating enabling home settings and supporting child's personality development. However, the results were low especially for volunteers. The current study involved

parents of grade eight, teachers and pupils of grade eight and lastly, study employed the use of questionnaires, interview schedules and pupils focus group discussion.

Olmstead (2013) who examined whether emerging technologies facilitate better parent-teacher communication and parent involvement in schools. Data of the study were collected through surveys and semi-structure focus group interviews. The study results revealed that parents and teachers both place a high value on proactive parent involvement. The study focused only on the modern technology of communication and did not look at the natural methods of communication without the use of technology. This current study looked at both modern technologies and natural ways of communication with the use of technology in urban and rural school settings.

Shiffman (2011) who examined the connection between education participation and parents' communication in children's education. Study was limited to title 1 elementary school educators and parents in a large Texas urban school district. The study was carried out using an exploratory case study method. The study used mixed method research design with sequential transformative approach. Data sources for this study included interviews with parents, adults' educators and school staff. The study used Bronfenbrenner's ecological system theory to address the importance of communication between educators and parents. Both quantitative and qualitative data were collected. The results revealed constructive concerns associated with lack of accessibility, education trust, parent educational background and knowledge. The study only used interviews while the current study sought to use interviews schedules, questionnaires and pupils' focus group discussion and finally, the current study employed the use of sequential explanatory design to gather information in a mixed way. Even though the study used similar theory but different design.

2.3 Parents' Provision of School Requirements on Academic Achievement

Necsoi, Porumbu and Beldanu (2013) study investigated how home support affects the academic achievement of the child and explore the understanding of what home-based involvement is. The study used Lev Vygotsky's Socio-Cultural theory, learning is a social process, a social interaction. This study used a mixed method composing of both qualitative and quantitative data. The study involved grade six pupils with or without home support. A total of fifty grade six pupils were the respondents and fishbowl technique was employed to randomly select public schools. Data was collected through the use of interview, questionnaires and progress record. The study results revealed that home support influences academic achievement of pupils' in public primary schools. This study expounded on different types of home support that enhance academic achievement and used sequential explanatory design to explore parental involvement activities that support academics. Finally, the study used Bronfenbrenner's ecological system theory to elaborate the relationship between home support and academic achievement of pupils in public primary schools.

Chemagosi (2012) who established the parental strategies in enhancing level of involvement among pre-school learners in Nandi Central Sub-County, Kenya. The study employed descriptive research design to explore parental strategies. The study population was 3566 which comprised head teachers and parents. The study used Epstein model of parental involvement in understanding how parents are involved in the education of their children. The study adopted purposive and simple random sampling to select study sample. Both qualitative and quantitative data were collected from the participants. The study used thematic analysis. The study results revealed that parents who have the best strategies in their children's education perform better in their academic work. However, the results were not segregated making it difficult to generalize the conclusion. This study

therefore sought to be specific on the strategies that parents can use to give support to their children and also included the use of pupils' focus group discussion and document analysis to analyze the results in details.

Nderu (2015) who explored assessing the impact of early learning programs in six African countries, study adopted intervention design in order to gain an understanding of teachers in primary schools, their training and parents experiences in supporting their children. End term data were collected for both cohorts 1 and 2 with randomization of schools. End term results revealed gains made by cohort 1 were not sustained between midterm and end term. However, the results did not reveal that the elimination of school fees and subsequent enrollment increase had led to larger class sizes. The current study only explored assessing the impact of grade eight pupils in one sub-county.

Memo, Muhammad & Muhammad (2010) examined how parents' occupation do impact on students' educational achievement at secondary schools in the district of Malir, Karachi, India. The study used descriptive survey research design in which data from 377 respondents were collected. Only self-administered questionnaires for four selected secondary schools. The study employed the use of stratified random sampling technique to sample the participants. Data was analyzed using regression analysis. The study results revealed that students from parent with formal occupation perform better than those from parents with informal occupation. However, the results were not particular on which school requirements parents with formal occupation provided to their children. This current study employed the use of both questionnaires and interview schedules in collection of the data needed for the study and adopted the use of descriptive research method of data analysis.

Chepkonga (2017) who investigated the influence of learning facilities on provision of quality education in public early childhood development education. The study used a mixed method research design to gather both the qualitative and quantitative data. The study participants were ECDE officers, head teachers and teachers. The research instruments used were questionnaires, checklists and interview guide. The research data was analyzed using descriptive and inferential statistics. The study results revealed that there was great significant relationship between learning facilities and provision of quality ECDE learning requirements. However, the results did not reveal which facilities are essential for this relationship. The current study specifically looked into particular facilities/ school requirements that are essential for this great significance and also, involved pupils to help explore the type of requirements that are usually provided by their parents.

The influence of parents' provision of school requirements aid pupils to do better in schools. In line with this assertion Qaiser, Hassan, Ishtiaq, Muhammad, Farid & Zaibun (2012) carried out a study on the impact of parental socio-economic status on the academic achievement of secondary school students in Karak District, Pakistan. One thousand five hundred students were selected from 60 government boys' high school in Karak district as a sample of the study. The study used only questionnaires to collect the data from the study respondents. Stratified random sampling technique was employed to sample the study population. The study adopted descriptive survey design. Parents were grouped into four classes based on their ability to provide school requirements for their children, class one, class two, class three, and lastly class four. The study result pointed out that those students whose parents could provide school requirements score higher grades than the others in comparison. Likewise, the students who belong to class two, are better than those from class two, and then followed by class three, to class four

respectively. However, the results couldn't clearly show the criteria for classification. This current study demonstrated criteria for the classification of parents in terms of provision of school requirements and also used simple random sampling technique on the strata.

Faisal (2014) in his research conducted to find out the influence of parental socio-economic status on the provision of school requirements for their children in Jordan. A total of 26 569 secondary school students from 32 secondary schools within Kuala Terengganu, Malaysia were used and the instruments used for the study was only questionnaires to obtain quantitative data related to parental socioeconomic background. The study used qualitative case study approach. The study results revealed that parents with the prestigious occupations are more likely to identify their children's school requirements and give a possible solution to them all. However, the results were not analyzed through the use of quantitative. This current study sought to use interview schedule, questionnaires, focus group discussion and document analysis as the main tools of data collection.

Saila and Chamundeswari (2014) expressed that family financial resources, which are mostly associated with parent's ability to secure basic needs and educational achievement, often influence education process both at home and in school environment. Descriptive survey design was employed in this study. Structured questionnaires were employed in collecting the data and finally purposive sampling technique was also employed. The study results revealed that family financial resources are essential in provision of school requirements. However, the results did not specify the specific school requirements. The study only investigated boys and also used only questionnaire as a tool of data collection. The current study therefore investigated both boys and girls in public primary school

settings and also employed the use of interview schedule, focus group discussion as well as the questionnaires that were not included in the first study.

2.4 Parents' Supervision of Homework and its Influence to Academic Achievement of Pupils in Public Primary Schools

Hoeke (2017) explored teacher and parent perceptions of homework effectiveness and homework purpose. Respondents of the study comprised of 441 employees and 134 parents from five school system in North east Tennessee. The study used experimental research design in which teachers provided students with homework options. The study sample consisted of the teachers and parents who responded to the survey. Both qualitative and quantitative data was collected to explore the perception of parents of students in different grades on the impact of homework. The study results revealed that parents tend to perceive greater benefit in homework for both effectiveness and purpose than teachers. However, the results did not reveal teachers' perception on the benefit of homework. The study population was small as compared to the population of the current study. The current study included pupils of grade eight as part of the study participants.

Simmons, Jay & Rose (2017) in their study examined parents' experiences and practices supporting children's mathematics learning in the Southwest of England. In their study used group interviews with parents of children in 16 primary schools, group interviews were used to allow a range of perspectives to emerge and to ensure that parents had mutual support in expressing their views to the researchers. A thematic analysis was carried out. The study findings revealed some specific negative effects of school-centered approaches, and suggested that school-centered approaches may in fact restrict parents' understanding of how they can support mathematics learning in the home. However, the results did not reveal the feelings of parents regarding their ability to help their children complete homework. The current study therefore sought to find out parents feeling in

helping with homework and also included the use of questionnaires in the data collection process, collected data from pupils and teachers too.

Echaune, Ndiku & Sang (2015) found out that parental involvement in homework and primary school academic performance in Kenya, the descriptive survey research design was employed and data from the field was collected using interview schedules, document analysis and questionnaires. The study sample included teachers, head teachers, pupils and parents. Random sample technique was used to select schools, purposive sample technique was again used to select parents and teachers. The study results revealed that female parents were more willing to help their children in homework and that most parents provided limited assistance in areas such as reading, writing and problem solving. However, the results didn't reveal why male parents are not willing to assist in homework. The current study sought to include the views of both female and male parents' option in homework assistance.

Koskei (2012) pointed out influence of parental involvement on students' academic performance of public mixed day secondary schools in Kuresoi Sub County, Nakuru, Kenya. The study adopted ex-post facto research design. The study only used stratified random sampling techniques. The study sample comprised of 180 form four students selected as participants. The study employed the use of ecological system theory of development to assist in the development of conceptual framework of the study. The data collected from the field was analyzed using descriptive and inferential statistics. The study findings revealed that parental involvement in education did not significantly impact students' academic achievement in Kuresoi District. However, the study used very small study population, the study sample were in high school while current study sought to investigate primary pupils and to employ the use of larger study population in investigating the theme.

Hossain (2010) examined parental involvement in homework in the ecological context of Chinese families in Hong Kong. It has been well documented that Chinese culture regards education as the most effective avenue to social and economic advancement and the improvement. The study used a mixed method research design in order to gain an understanding of mothers' and fathers' experiences. The study used cultural-ecology model of parental involvement. The study population were 34 Navajo Indian two-parent families residing on the Navajo. A trained research assistant was used to interview mothers and fathers in their homes. The study findings revealed that correlation analyses suggest that age, education, and income factors are not related to maternal and paternal involvement with children in Navajo Indian families. However, the study results did not interpret a number of limitations in mind like absence of parent-child academic socialization. The current study sought to interpret absence of parent-child academic socialization in mind. Again, the current study included pupils' opinion on their parent's involvement in homework.

Topor, Keane, Shelton & Calkins (2017) study examined the influence of parent involvement and students' academic performance. Participants were 158 children at age seven. The study employed cross-sectional research design to examine the views of the study participants. Only qualitative data was collected from children and their mothers. The study results indicated that a statistical significant association between parent involvement and a child's academic performance. However, the study only involved mothers and their children and the current study sought to involve both the parents that is the fathers and mothers. Again, the current study collected the quantitative data from the study sample.

O'Sullivan, Chen & Fish (2014) who explored the relationships between methods of parental assistance with mathematics homework for high-achieving and low-achieving

students. The study employed the use of descriptive research design. Study participants included 79 students attending a junior school (7th grade and 8th grade) in a large, urban public school and their parents and their mathematics teachers. Questionnaires were used to collect the data from all the study participants. The study results showed that the most prevalent method of involvement in homework among parents in this low achieving sample regardless of their children's performance level, was provision of structure, followed by autonomy support and direct assistance. The current study used both questionnaires, interview schedules and document analysis. The current study also collected both quantitative and qualitative data to explore the parental involvement.

Nzau (2015) investigated how parental involvement has influenced Kenya Certificate of Primary Education (KCPE) performance of pupils in public primary schools in Kanziko Zone, Kitui County. The study adopted a descriptive survey research design to help explore the conditions at home. The study population were 109 teachers, 505 pupils, 450 parents. The study employed simple random sampling technique to select the study sample. The study only used questionnaires as the tool for data collection. The study results showed that lack of involvement of parents in school activities hinders efforts to actualize the curriculum. This in turn led to poor academic achievement. However, the study results failed to show why parental involvement lacked. The current study sought to find out how parents are involved and also included the use of both qualitative and quantitative data to explore parental involvement.

2.5 Parents' Participation in Activities at School on Academic Achievement

Khajehpour & Ghazvini (2011) examined the role that parental involvement has on children's academic performance. Study sample included 200 boy students in Tehran. The study only employed the use of questionnaires to gather the information from the boy students. Multistage cluster sampling techniques was used to select the study participants.

The study results indicated that those who did the self-report survey went to the parent class or were involved in more home-type involvement. However, the study did not include the girl students, parents and teachers. The current study involved both boys and girls, parents, and teachers. It also used interview schedule and document analysis in collection of the study data.

Lenka (2012) investigated the relationship between parental participation and academic attainment of secondary school student of four districts Rampur, Moradabad. The study employed descriptive survey research design in order to gain an understanding of students concerning the relationship. The study constituted of 200 secondary school students. To gather the appropriate data, questionnaires were used in the study. Findings of the study revealed that there was significant positive relationship between parents' involvement and student's academic achievement. However, the study was delimited to city schools of Rampur, Moradabad. The current study included both schools in rural and urban settings. Also, the current study had more than one data collection instrument used.

Hill & Wang (2014) they examined longitudinal trajectories of parental involvement across middle and high school, and how these trajectories related to adolescents' academic, behavioral, and emotional adjustment. The study only used questionnaires to collect the views of the study respondents. The study sample were 1400 adolescent female of 56% Africa American, 39% European American, 5% others. The study results showed that there were interaction effects of providing structure at school for participation and parental warmth suggested that the positive effect of providing structure at school is essential for academic achievement. However, the study results were limited in light of the significant increase in diversity among the American school-aged population. The current study used both the questionnaires, interview schedule and document analysis as

the tools for data collection. Again, the current used only pupils, parents and teachers from public primary schools to gather the information.

Carnie (2013) shows that there is need to offer opportunities for parents in order to participate in decision making processes that focus on the academic achievement of school objectives. The study examined sociodemographic predictors of parent involvement in educationally enriching activities at home for low-income children with disabilities compared with children without disabilities. The study used multistage sampling design in order to explore the sociodemographic predictors of parent involvement. The study total population was 1350. All variables were centered to aid in parameter interpretation. The study findings indicated highlight how parent-school interaction (i.e., parental perceptions of teachers support and communication from the HS program) However, the current study had a larger total population which helped the study to be more accurate in its findings.

Ahmed (2014) investigated modeling the relations among parental involvement, school engagement and academic performance of high school students. The study used an empirical research design in order to gain understanding of the student's concerns on the relations among parental involvement and school engagement. Study participants were (671) 9th and 10th graders students (359 girls and 312 boys) who completed two scales of 'parental involvement' and 'school engagement' in their regular classrooms. The study employed random sampling technique to select 59 high schools in Amman Second Directorate of education, Jordan. Student's cumulative grade point average were used to measure academic achievement and path analysis was adopted to help assess how well the proposed model fit the data. The study results showed that the parental involvement influences school engagement directly and academic achievement indirectly through its effects on school engagement. However, the study results did not note that parent's

interpersonal relationships and direct interest in the academic achievement of their children could bring out a better academic achievement. The current study therefore brought out parent's interpersonal relationships, direct interest in the academic achievement of their children in public primary schools and it also investigated pupils in public primary schools.

Galindo & Sheldon (2012) argue that Parents' participation at school can have a positive influence on children's development and academic achievement. The study established school and home connections and children's kindergarten performance gains: The mediating role of family involvement. The study used two-level hierarchical linear modeling (HLM) with pupils representing the levels. This study was based on Bronfenbrenner's ecological theory and Epstein's theory of overlapping spheres of influence to examine school and family connections. The study sample were 16,425 pupils from 864 schools. The study results revealed that schools' efforts to communicate with and engage families predicted greater family involvement in school and higher levels of pupil's performance in math and reading at the end of kindergarten. However, the study did not conduct a randomized experiment, the results were not able to estimate a causal relationship between school and family involvement. The current study employed the use of randomized experiment in sampling the study participants.

Lawuo & Anathe (2015) in their study explored the extent of parental involvement in school activities and its relationship with schooling process among primary school aged children. The study employed the use of Epstein's overlapping sphere theory of influence representing reciprocity relationship between school and home partnership. An exploratory sequential mixed research design was utilized in the search of appropriate data for the study. Both questionnaires and interview schedules were used as data collection tools. The study respondents were 288 primary school children and 125

primary school teachers. Only questionnaires were used as the data collection instruments. Data obtained through rating scales were coded and totals scores by major sections representing cluster was computed. The study findings indicated that there is a positive significant relationship between parental involvement in school activities and pupil's academic achievement. However, the study did not show other areas of parental involvement in school activities as the predictors of children's school academic outcome. The current study therefore revealed many other important variables stand to impact academic quality that included parent participation in school activities and parent's provision of school requirements.

2.6 Summary of the Major Literature Reviewed

In view of the literature reviewed above which was on influence of parental Involvement on academic achievement of pupils in public primary schools, it is important to note that effective influence of parental involvement on academic achievement of pupils in public primary schools would go a long with assessing; home to school communication; parents' provision of school requirements on academic achievement; extent of parents' supervision of their children's homework and parents' participation in education activities at school on academic achievement of pupils in public primary schools.

Many studies reviewed were carried out in Primary schools, secondary schools, and local and foreign colleges. Most of the studies that were conducted in primary schools suggested different elements of parental involvement on academic achievement of pupils and the specific aspects of parental involvement. Moreover, given different elements of parental involvement reviewed, it has not been easy to predict the influence of the parental input in their children's academic achievement hence there was need to carry out this study on the Influence of Parental Involvement on Academic Achievement of Pupils in Public Primary Schools in Rachuonyo South Sub County so as to find out if the

elements studied also apply in Rachuonyo South Sub County: A sequential explanatory research Study of Standard Eight Teachers, selected public primary schools head teachers' Standard Eight Parents' and Standard Eight Pupils' in Rachuonyo South Sub-County, Homa Bay County, Kenya.

In view of the literature reviewed, it is also clear that not much has been researched on these elements of parental involvement particularly in standard eight. The topic has hardly attracted much study despite its importance to the education of standard eight pupils in public primary schools. Therefore, this study was intended to fill this study gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter consists of the procedure and methods the researcher employed in order to obtain data needed for the study and finally analyzed the data. It provided detailed account of the following; research design, area of study, study population, the sample size and sampling techniques, data collection instruments, reliability and validity of instruments, data collection procedures and methods of data analysis.

3.2 Research Design

The researcher employed the use of sequential explanatory research design, which combined both quantitative and qualitative models of research so that evidence may be mixed and knowledge increased in a more meaningful manner (Creswell & Plano Clark, 2009). The purpose was to use the qualitative results to further explain and interpret the findings from the quantitative phase. The researcher resolved to use sequential explanatory research design because the design is straight forward and offers the opportunity for the exploration of the quantitative results in more detail. Moreover, the steps fall into clear separate stages and there is always the option of “minimal integration” where one simply has separate result sections for each method and during the data integration phase. Finally, the design enabled the study to be conducted in a short time.

3.3 Location of the Study

The study was carried out in Rachuonyo South Sub-County, Homa Bay County, Kenya. The study area comprised of 14 schools in Oyugis Zone, 22 schools in Saye Zone, 16 schools in Atandi Zone, 23 schools in Nyangiela Zone making up a total of 75 Public Primary Schools in Rachuonyo South Sub County. Rachuonyo South Sub County is one

of the eight sub counties making up Homa Bay County in Kenya. The Sub County borders Rachuonyo East Sub County to the East, Nyakach Sub County to South, Rangwe Sub County to the west and Nyamira County to the North. The Sub County is densely populated. The exact location of the study area is at latitude of 0° 29' 59.99'' N and longitude of 34° 42' 59.99'' E and an area of 945 km².

3.4 Target Population

The population of this study comprised of 1210 standard eight pupils, 300 standard eight teachers, 1210 standard eight parents and 75 Head teachers drawn from 75 public primary schools in Rachuonyo South Sub-County, Homa Bay, Kenya.

3.5 Sample and Sampling Techniques

Sampling means selecting a given number of items from a defined population as a representative of the population (Orodho, 2010). It was not possible to cover all the public primary schools in Rachuonyo South, Sub-County. Therefore, a representative sample was selected. Rachuonyo South Sub-County had a total number of 75 public primary schools. 23 public primary schools were sampled There were 75 head teachers' and 23 Head teachers were sampled to take part in the study (30% of the study population) as a third of the study population is the convenient sample size for a survey study (Mugenda & Mugenda, 2013). Out of 1210 standard eight pupils, 230 pupils were sampled to take part in the study. The total number of standard eight parents were 1210, out of which 50 parents were sampled for the study. There were 300 standard eight teachers out of which 90 were sampled to be part of the study. The researcher resolved to sample only 50 parents out of 1210 and 230 standard eight pupils out of 1210 because a large sample size of more than 30 and less than 500 are appropriate for most research and lastly, the study area was fairly small and averagely composed of similar geographical setting.

Stratified random sampling technique was used to select 23 public primary schools in Rachuonyo South Sub-County. Stratified random sampling was done by selecting public primary schools, names of public primary schools were arranged alphabetically per zone, then divided into 4 (four zones) strata, six schools were picked from three zone. One zone gave out five schools, each having an equal chance. The first three and the last three letters in three zones were picked while in the fourth zone, the first three and the last two letters in each were randomly selected bringing it up to 23 public primary schools. The researcher used stratified random sampling because the technique accurately reflects the population being studied, the researcher stratified the entire population before applying simple random sampling and it provided better coverage of the population since the researcher had control over the subgroups to ensure all of them are represented in the sampling (Noor, Sari, Reisner, Shayne, Kenneth & Alex., 2017). The schools picked provided the study participants for head teachers, standard eight teachers, standard eight parents and standard eight pupils.

Simple random sampling was used in each stratum to select pupils. The researcher used simple random sampling because the technique is easy to use, accuracy in representation and easier in extracting a research sample from a large population. For simple random sampling technique to be used properly, numbers were written on the papers, folded then put into a box. After rotating and mixing the papers in the box properly, papers were then picked by the pupils. The standard eight pupils who picked the odd numbers were selected for the study.

Purposive sampling technique was to select standard eight parents and head teachers. Papers for standard eight parents were picked by their children. It means that, parents of some of the pupils who were selected for the study by simple random sampling were picked to join the study. Teachers who had taught in those schools for at least three years

were purposively sampled because they are noted to be rich in providing information about both the children and their parents. Purposive sampling technique was used because the technique is easier to make generalization about a sample as compared to other techniques (Palinkas & Soydant, 2012).

3.5.1 Sample Size

Sample size is a small population selected from the target population to be a representation of a target population (Kothari, 2011). There were 75 head teachers, 1210 standard eight parents, 300 standard eight teachers and 1210 standard eight pupils. Target population of standard eight pupils was 1210 and 230 were sampled. Target population of head teachers was 75, purposively 23 were sampled. Target population of standard eight parents was 1210 and 50 was sampled, and lastly, target population of standard eight teachers was 300 and 90 were sampled. The sample size and the study population is shown in Table 2.

Table 2: Sample Frame

Category of Respondents	Study Population	Sample Size	Percentage
Class Eight Pupils	1210	230	19%
Head teachers	75	23	30%
Standard Eight Parents	1210	50	04%
Standard Eight Teachers	300	90	30%

3.6 Data Collection Instruments

According to Kothari (2011), research instruments are developed tools the researcher employs to gather data. In establishing the influence of parental involvement on academic achievement of children, questionnaires were administered to standard eight teachers, and

selected school head teachers. Standard eight teachers and all the 23 head teachers were literate and therefore were able to answer the items in the questionnaires adequately. Interview guide for parents and focus group discussion for pupils. Documentary analysis was also used to collect information on status of parental involvement in home to school communication, provision of school requirement, supervision of homework, participation in educational activities at school, and to capture data on pupils' academic achievement.

3.6.1 Teachers' Questionnaires (TQ)

Teachers' Questionnaires (TQ) were divided into two sections; Section A contained background information that included; the name of primary school, teacher's year of stay in that particular school. Section B consisted of questions regarding information of home to school communication, parents' provision of school requirements, parents' supervision of homework and lastly, parents' participation at school. It had four closed ended items and two open ended items. Closed-ended questions gathered in-depth information which facilitated the easy way of data tabulation and analysis (Ader, Gideon & Hand, 2008). The researcher chose to use this instrument as it enabled the researcher to gather data from a large number of respondents at a particular time, it is economical in time, cost and labour and because its subjects give their answers anonymously (Kombo & Tromp, 2011). TQ is attached as Appendix A. on page 105.

3.6.2 Parent's Interview Schedule (PIS)

Parent's Interview Schedule (PIS) was used to gather information from parents of the standard eight pupils concerning the influence of parental involvement on pupil's academic achievement. The researcher looked at the parental involvement on academic achievements of pupils in public primary schools, and then probed for the detailed information. Parents Interview Schedule (PIS) were divided into two sections; Section A contained background information that included; parents' occupation and parents' level of

education. Section B consisted of questions regarding information of home to school communication, parents' provision of school requirements, parents' supervision of homework and lastly, parents' participation in school activities. The researcher conducted an in-depth interview with parents. The researcher prepared a few guiding questions on parental involvement in public primary schools and then probed for detailed information. Parent's interview schedule had seven closed-ended items and four open ended items. Findings from this interview also formed part of the data collected. The interview with parents was conducted in mother-tongue spoken in the area due to the fact that most parents were illiterate, most of them could not read, comprehend and communicate in English. The researcher used this instrument because it provided a free environment for the respondents to express themselves and even gave additional information, which was not catered for in the questionnaire (Ader *et al.*, 2008). PIS is attached as Appendix B on page 106.

3.6.3 Pupils Focus Group Discussion Guide (FGDG)

Focus Group Discussion Guide (FGDG) contained only one section which had the discussion questions. It had a total of six questions in which five were closed ended questions and one was open ended question. The researcher conducted discussion with selected standard eight pupils. The discussion was on home-school communication on academic achievement, how parents assist with homework, rules governing administration and conduct of homework, whether parents have set aside a special room for homework under taking, parents' participation in school activities and other elements of parental involvement. The researcher chose to employ this instrument as it enabled the researcher to gather data from a large number of respondents at a particular time (Singleton & Straits, 2009). A trained research assistant was used to help obtain information from standard eight pupils during the focused group discussion, the research assistant helped

with note taking during the group discussions on the influence of parental involvement on academic achievement of standard eight pupils. FGDG is attached as Appendix C on page 108.

3.6.4 Head Teachers' Questionnaire (HTQ)

Head teachers' Questionnaire (HTQ) was divided into three sections, section A which contained background information that included; gender of the head teacher and teaching experience. Section B consisted of questions regarding information of home to school communication, parents' provision of school requirements and lastly, parents' participation at school activities and section C contained parents' facilitation of pupils' homework. It had six closed ended questions. The closed-ended questions gave rise to structured response, which facilitated the ease of description and analysis (Ader *et al.*, 2008). The researcher employed the use of this instrument as it enabled the researcher to gather data from a large number of respondents at a particular time, it is economical in time, cost and labour and because its subjects give their answers anonymously (Kombo & Tromp, 2011). HTQ is attached as Appendix D on page 109.

3.6.5 Document Analysis Form (DAF)

Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around as assessment topic (Bowen, 2009). Analyzing documents incorporates coding content into themes similar to the way focus group or interviews transcripts are analyzed (Bowen, 2009).

In this study, Rachuonyo South Sub-County Standard eight Evaluation test for term one and term two of 2018 were used as the documentary. It was an essential data collecting tool as it enabled the researcher to obtain information on parent's level of involvement and children's academic achievement. The experienced standard eight teachers were

requested to help in rating the status of standard eight parents whose pupils' were sampled for this study on whether the parent was actively involved or not in terms of home to school communication, provision of school requirement, supervision of homework and participation in educational activities at school. Also, academic merit list records were used in obtaining data on pupils' academic achievement for term one and term two of 2018 of Rachuonyo South Sub-County Evaluation Test. The data was then used to complete the document analysis guide attached as (Appendix E on page 110).

3.7 Reliability and Validity of Instruments

3.7.1 Validity of the Instrument

Orodho (2010) defines validity as the accuracy and meaningfulness of inferences which are based on the research result. According to Borg and Gall (2011) Content validity of an instrument is improved through expert judgments.

To establish content validity of the research instruments, the researcher sought the assistance of experts. The experts were requested to conduct content analysis to establish if the items in the test instruments would generate appropriate information. Particularly, experts established clarity, relevance, simplicity and ambiguity of each tested item. Items that were rated as relevant to the study, clear, simple and non-ambiguous were included in the final test. Based on the responses by the experts, items with 70 percent or more agreement as belonging to a specific construct were retained. Subsequently, the items pool was refined and revised based on the comments and suggestions by the reviewers. For interview schedule and focus group discussion guide, the researcher with the help of an expert developed questions based on the study objectives. Following this process, the researcher refined and developed interview schedule questions. The questions were then critiqued by the researcher's colleagues. Questions were then refined once more by the

researcher. Following that process, the researcher piloted the questions with a small group of participants similar to those who were to be interviewed within Rachuonyo South Sub County. The researcher gave the questions to the experts to refine them once more before they were employed in the research. For questionnaires, the researcher established face validity by giving the questionnaire reviewed by the research colleagues and an expert, first it was done by the colleagues in the research group. Secondly it was given to an expert who was an expert on question construction. The researcher then conducted a pilot test of the questions to a number of participants similar to the study pilot sample and at that point, the researcher then tried to reduce the risk of error. The last thing was that the researcher gave the questions for revision. ;

3.7.2 Reliability

Orodho (2010) defines reliability as a measure of the degree to which a research instrument yields consistent result after repeated trials. Reliability was ascertained through pilot study. To establish reliability of research instruments, pilot study was carried out in 2 schools, on 9 standard eight teachers, 2 head teachers which was 10% of the sample study population randomly selected (Connelly, 2008). Therefore, piloting of research instruments for this study was done by the use of questionnaires which were administered to a sample population in schools that were not sampled for the main study. More than one test were used to ascertain reliability of the study instruments used. Test-retest technique of reliability was employed whereby the pilot questionnaires were administered twice to a total of 11 respondents, with a one-week interval. The scores were correlated using Pearson product correlation formula to determine reliability and reliability coefficient of 0.7 and 0.8 was obtained for the head teachers' and teachers' questionnaires respectively. This was better than the 0.5 persons' product-moment correlation recommended by Saunders (2009). The researcher employed the use of

parallel-forms reliability test for the interview schedules and focused group discussion guides. In parallel forms reliability, the researcher first created two parallel forms. One method to accomplish this was to create a large set of interview schedules (questions) that addressed the same constructed questions and then randomly divided the questions into two groups. The researcher administered both instruments to the same sample of respondents. The correlation between the two parallel forms gave the estimated reliability of the interview schedules and focused group discussion guide. The researcher employed a similar way for the selection of participants used in the main research. The researcher used parallel-forms reliability because this reliability test approach makes the assumption that, the randomly divided halves are equivalent (Von, 2011).

3.8 Data Collection Procedures

Before the process of data collection started, the researcher secured a research authorization letter and a research authorization permit attached as Appendix G on page 112 and H on page 113 respectively from the National Council for Science and Technology (NACOSTI) in the Ministry of Higher Education through the School of Graduate Studies (S.G.S) of Rongo University. The researcher then reported to Homa Bay County Director of Education before proceeding to Rachuonyo South Sub County education office thereafter proceeded to the field for data collection. The researcher presented a copy of the letter of research authorization. Permission was then sought from the administrators of the various institutions through written letters two weeks before the study was carried out.

The researcher distributed the questionnaires in the twenty three (23) public primary schools. In each primary school, the head teacher and teachers were sampled for the study, 21 public primary schools yielded 4 standard eight teachers while 2 primary

schools gave out 3 standard eight teachers, therefore a total of 90 standard eight teachers were sampled to join the study. All the head teachers and teachers were given questionnaires then the researcher requested the head teachers to organize for the researcher parents who were sampled in their schools. 20 public primary schools yielded 2 standard eight parents, 2 public primary schools yielded 3 standard eight parents and one public primary school gave out 4 standard eight parents bringing out the total number of parents sampled to 50 for the interview. The head teachers and the sampled standard eight teachers per school who were respondents were given time to fill the questionnaires which were then collected after one week on a specified date as agreed upon by the head teachers, teachers and the researcher and on that same date, the researcher through the head teachers met the standard eight parents and standard eight pupils that were sampled for the study and conducted the interviews and focus group discussions.

The researcher arranged for the interview date with the parents through the head teachers. The researcher met parents per school. While at the interview venue, each parent was interviewed individually. The researcher informed the parents of what he expected to research on in advance through the head teachers. The researcher conducted the interview with the parents by reading all the questions systematically in Luo language as the respondents were given time to listen keenly and respond to each question as he/she could and at the same time, the researcher recorded in writing all the responses in a reported speech format. Each parent was given a 50-minute time frame for the interview. The researcher conducted the interview with the parents from different schools. The researcher took a total of 12 weeks to interview parents and to conduct focus group discussions. For the first 11 weeks the researcher visited two schools per week and had interview with parents and focus group discussions. During the last week, the researcher visited the last

school. Respondents were assured of confidentiality and anonymity when reporting the findings of the study.

The researcher made a personal visit to the sampled public primary schools and requested the head teachers to avail the sampled standard eight pupils. In liaison with the head teacher, the researcher organized the pupils for the focus group discussion on the same day that the researcher interviewed the parents. One of the largest gaps in the focus group discussion concerns the question of sample size: How many focus groups are needed in a study to adequately address a research objective? Duggleby (2009). The researcher had a total of 23 focus group discussions, with each the public primary schools sampled providing 10 standard eight pupils. This brings the total number of standard eight pupils sampled for focus group discussion to 230. Each focus group discussion session took one and half hours. The researcher used 23 focus group discussions because one of focus group discussion sample size recommendations range from two focus groups per study to more than 40 focus groups (Krueger and Casey, 2015). Once the sampled pupils were availed in the focus group discussion venues, the researcher engaged the group in the discussion surrounding influence of parental involvement on academic achievement of pupils in public primary schools. In general, the number of focus groups depends on the complexity of the research questions and the composition of the groups (Stewart & Shamdasam, 2014).

3.9 Data Analysis

The study collected both quantitative and qualitative data. Quantitative data collected was edited, coded, classified, entered and analyzed using the Statistical Package for Social Sciences (SPSS) version 22.0 at a set level of .05 level of significance. Descriptive statistics was used to analyze quantitative data in form of frequency counts and

percentages and inferential statistics inform of chi-square test of dependence. The results of analysis were presented in tables and figures. Descriptive statistics were used to describe and summarize the responses of respondents based on the study objectives while inferential statistics were used to test hypothesis.

Therefore, to examine whether there was a statistically significant association between the independent variables (home to school communication, parental provision of school requirements, parental supervision and parental participation) and dependent variable (academic achievement of learners), a chi-square test of independence was used. This statistical technique was most appropriate because the data collected on independent variables were categorized as (parents not involved and parents actively involved) and dependent variable (academic achievement) categorized as above average performance if average score was 251-500 marks or below average if average score was 1-250 marks. The association or relationship was used as a measure of the influence and the strength of influence determined using Phi Cramer's coefficient statistics. A p-value less than .05 indicated a significant association between the independent variable and dependent variable while a p-value obtained greater than .05, meant there was no statistically significant association between the independent variable and dependent variable.

Qualitative data gathered from open-ended questions in the research instruments was read carefully while paying attention to comments, ideas and concerns of respondents and then organized, categorized and presented in narratives according to various emerging themes.

3.10 Ethical Consideration

This study entailed collecting data from standard eight parents, standard eight teachers selected primary school head teachers and standard eight pupils. Thus there was wide

gathering of personal information from various authorities so that the responses got did not interfere with the respondents' rights. The data collected for this study was only used for the purpose of this research and not any other purpose. The researcher ensured that data at his disposal was not misrepresented in any way. The respondents were made to know that they had a right to answer or decline to respond to the matters raised in this study. The researcher did not interfere in any way with the responses of the people interviewed. Respondents were assured of confidentiality of the information given. Furthermore, the researcher ensured that the participants identity were not mentioned anywhere in the research study. Confidentiality in study work is a key factor which should be upheld unconditionally and without omission (Adam, Ryan, Ketsetzis & Keating, 2011). Data collection was also done without undue influence on the respondents and their consents sought for to enable the researcher to accomplish the research work.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents results and discussions that focused on four subtopics based on the objectives of the study: Home-school communication, parents' provision of school requirements, Extent to which parents' supervision of homework and parents' participation in education at school activities on academic achievement of pupils in public primary schools in Rachuonyo South Sub-County. Data analysis and interpretation were based on the research objectives and questions designed to:

- i) Find out influence of home-school communication on academic achievement of standard eight pupils in public primary schools in Rachuonyo South Sub –County, Kenya.
- ii) Determine the influence of parents' provision of school requirements on academic achievement of standard eight pupils in public primary schools in Rachuonyo South Sub-County, Kenya.
- iii) Assess the extent to which parents' supervision of their children's homework influence academic achievement of standard eight pupils in public primary schools in Rachuonyo South Sub County, Kenya.
- iv) Establish whether parents' participation in educational activities at school has an influence on academic achievement of standard eight pupils' in public primary schools in Rachuonyo South Sub-County, Kenya.

Data was then presented in the form of frequency tables and figures where applicable. Presentation was based on data collected from the questionnaires that were collected and distributed to head teachers and standard eight teachers. Interview schedule was used for

standard eight parents and finally, pupils' focused group discussion guide from sampled pupils. Table 3 shows the questionnaire distribution and return rate.

4.2 Participant Response Rate

The study used a sample size of 393. The questionnaires were administered to 113 respondents; 23 for the head teachers and 90 for the class eight teachers. The interview schedule was administered to 50 respondents and finally focused group discussion was held with 230 pupils and the response rates were summarized in the Table 3.

Table 3: Questionnaires Return Rate

Categories	Sample Size	Returned Rate	Percentage%
Head teachers	23	23	100%
Class eight teachers	90	90	100%
Total	113	113	100

In the study, the researcher also held an interview with standard eight parents to obtain more data from the standard eight parents on their opinions on the influence of parental involvement on academic achievement of pupils in public primary schools in Rachuonyo South Sub-County. Table 4 shows how the interviews were scheduled and the actual interviews conducted.

Table 4: Interviews and Focus Group Discussions Conducted

Respondents	Interview Scheduled	Interview Conducted	Percentage
			%
Parents	50	50	100%
Class eight pupils	230	230	100%

A total of 23 questionnaires were distributed to the head teachers and 90 questionnaires were given to standard eight teachers which was 100%. 23 questionnaires were returned by the head teachers which is 100% and 90 questionnaires were returned by the class eight teachers which represent 100%. 50 standard eight parents' were interviewed which represented 100%. According to Mugenda & Mugenda (2013) a response rate of 50% is acceptable for analysis, 60% good and 70% rated very good. The response rate for both the questionnaire and interview schedules were 100% respectively. According to Kelly, Belinda, Vivienne & Sitzia (2018), an achievable and acceptable rate is 75% for interviews, and 65% for self-completion questionnaires.

4.3 Influence of Home to School Communication on Academic Achievement.

The first objective sought to establish whether home-school communication had an influence on academic achievement of standard eight learners. The objective sought to find out from parents, teachers, headteachers and pupils how home-school communication influence the academic achievement of standard eight pupils in public primary schools. Data on this objective was collected and analyzed both quantitatively and qualitatively.

The descriptive responses on the influence of home-school communication were summarized on Table 5.

Table 5: Parents Responses on the Influence of Home to School Communication

Category	Frequency	Percentage %	Cumulative Percent
No	34	68%	68
Yes	10	20%%	88
Not sure	06	12%	100

Data analyzed in the Table 5 reveals that majority 34(68%) of parent says that there is no influence of home to school communication on academic achievement of standard eight pupils while minority 10(20%) of parents agreed that there is influence between home to school communication and academic achievement. On the same table 06(12%) of parents are not sure whether there is a relationship between home to school communication and academic achievement.

This concurs with the responses from the interview conducted with one of the parents, who said that there is completely no influence of home to school communication on the academic achievement as one parent was quoted saying that:

“How do you say that, my talking to teachers at school can improve my child’s academic achievement? Not true at all.”

The study findings also concur with a study conducted by Kraft & Dougherty (2013) which found out that students’ engagement in a summer school program increased when families received daily phone calls and written text messages from teachers. Palts and Kalmus (2015), conclude that, no emails between teachers and parents led to no increased homework completion.

These findings further concur with Caspe (2016) who argues that teachers training and professional development programs must actively support improvement of home-school communication skills. Implicit in the wish for improving home to school communication is the expectation that parents' attendance will contribute to the improvement of students' academic achievement and realization of an efficient education (Tschannen-Moran, 2014).

Establishing home-school communication that makes life meaningful and forms social life is not always possible due to "communication barriers". In our schools, there are numerous barriers that prevent the establishment of efficient home to school communication. These barriers can generally be categorized as physical, technical, psychological, or social and organizational (Sabuncuoglu & Gumus, 2008). Negative school experiences of parents can also constitute a barrier in their communication with teachers. Schools should be able to offer guidance services to help parents to manage these kinds of psychological problems.

The study further sought to establish head teachers' view on the influence of home to school communication on the academic achievement of standard eight pupils. The study findings are summarized in Table 6.

Table 6: Head Teachers' Responses on the Influence of Home to School Communication on Academic Achievement

Categories	Frequency	Percent%	Cumulative Percent
Strongly Agree	23	100%%	100
Agree	00	00%	00
Strongly Disagree	00	00%	100
Disagree	00	00%	00
Total	23	100.0	

Table 6 reveals that all head teachers 23(100%) reported that, there is correlation between academic achievement and home-school communication. Azhar, Nadeem & Sameer (2014) state that home to school communication is linked to academic competence, which has a significant influence on the academic achievement of their children in public primary schools.

This study indicates that all head teachers strongly agreed that home to school communication is essential in enhancing academic achievement in terms of creating opportunities for the pupil to excel in academics. Parents who frequently communicate with school about their children are concerned about what goes on round the learning of their children. The study findings concur with Bakker (2010) who state that, a student who has a parent who maintains communication with the school, has a wider opportunity to become more successful in his/her academics than students whose parents have lower communication levels. Amazingly, there are positive relations between home to school communication and parents' expectations for their children's success (Davis-Kean, 2009), suggesting that more highly communicative parents actively encourage their children to develop high expectations of their own. Muola (2010) reported that, children of communicative parents are provided with better learning environment at home for they would love to share with their children about school work, home study and encourage them always to be focused.

The study also sought to find out from teachers their views on home to school communication on the academic achievement of pupils in public primary schools. The study findings are summarized in Table 7.

Table 7: Teachers' Responses on the Influence of Home to School Communication on Academic Achievement

Categories	Frequency	Percen%t	Cumulative Percent
Strongly Agree	63	70.0%	70.0
Agree	17	18.9%	88.9
Strongly Disagree	08	8.9%	97.8
Disagree	02	2.2%	100.0
Total	90	100	

Table 7 reveals that majority of teachers 63(70%) strongly agreed that, home to school communication and academic achievement of pupils in public primary schools is related, 17(18.9%) also implies that, there is a correlation between home to school communication while minority 8(8.9%) of teachers strongly disagreed that home to school communication has got an influence on the academic achievement of pupils and lastly on the same, 2(2.2%) of teachers disagreed that home to school communication has an influence on the academic achievement of pupils. Eccles & Kean (2009) state that teachers affirm that there is a relationship between home-school communication and pupil's academic success.

The study also implies that most teachers are concerned about home to school communication for the enhancement of academic achievement of pupils' in public primary schools. The more literate a parent is, the easier it is for him to understand and be involved in education matters of their children. These study findings concur with Kainuwa & Yusuf (2013) who report that, there exist a difference between children whose parents are literate and students whose parents have low literacy levels having completed primary school only or dropped out. They further state that, children born by fathers with

university degrees perform considerably well and get highest scores in examination. This is supported by Musgrave (2010) who points out that, a child born from educated parents' home would follow the steps of his or her family and by this, the child would work actively in his or her studies. Educated parents provide library facilities to encourage the child to interact and work hard.

This study findings further concur with Olmstead (2014) who notes that, communication is important but indicates that, proactive involvement does not require parents to be physically present at school since they can be connected through school social media.

The study further sought to establish standard eight pupils' views on the influence of home to school communication on their academic achievement. The study findings are summarized in Table 8.

Table 8: Pupils' Responses on Whether Home-School Communication has an Influence in their Academic Achievement

Categories	Frequency	Percent%	Cumulative Percent
Yes	190	82.6%	82.6
No	35	15.2%	97.8
Not Sure	05	2.2%	100
Total	230	100	

Table 8 reveals that majority 190(82.6%) of pupils' indicated that there is an influence between home to school communication on their academic achievement while minority 35(15.2%) of pupils indicated that there is no influence of home to school communication on their academic achievement. Another slot 5(2.2%) of pupils indicated that, they were not sure whether home to school communication has got an influence on their academic

achievement or not. This implies that home to school communication is essential in the academic achievement of pupils in public primary schools in Rachuonyo South Sub County.

These findings concur with responses from focussed group discussion where some pupils are quoted saying that:

“My parents always inquire from my class teacher how I’m performing in continuous assessment tests and when I get my parents talk to my teachers about my performance, I feel encouraged to work hard.”

These findings also concur with Hradecky (2014) who reports that, home-school communication practices are so fundamental in involving families in education processes of their children. Home to school communication is very important because it enhances participation of both parents and their children in the learning process. Home-school communication and academic achievement of pupils are linked and failure to practice home-school communication leads to negative academic achievement. If home-school communication is effective then results of academic achievement is positive.

To establish whether home to school communication influences academic achievement of standard eight pupils’ in public primary schools, a chi-square test of independence was performed on data collected using document analysis guide. This helped to examine the association between status of home to school communication and level of academic achievement of pupils. The data on the item on home to school communication was collected in three categories. To enable use of chi-square, the data was collapsed into two categories as no and yes. The results of cross tabulation, chi square test of independence, and effect size are presented in Table 9.

Table 9: Influence of Home to School Communication and Academic Achievement

Status of parents' home to school communication	Average Term I & II Score			Chi Square Test Output			
	Less than 251 marks	251-500 marks	Total	<i>df</i>	<i>Pearson X²</i>	<i>Phi (Φ)</i>	<i>p-value</i>
Parents not involved	172	0	172	1	204.24	.942	.000
Parents actively involved	5	53	58				
Total	177	53	230				

Interpretation Key for Academic Achievement

Less than 251 marks = Below Average

251-500 marks = Above Average

The results in Table 9 indicated that, there was a statistically significant association, $X^2(1, N = 230) = 204.24, p < .05$, between the status of parents' home to school communication and academic achievement of pupils in public primary schools. The Phi Cramer's statistics, $\Phi = .942$, shows that there was very strong association between home to school communication and academic achievement of pupils. Also, Table 9 shows that, while majority 172(97.2 percent) of standard eight pupils' whose parents were not involved in home to school communication performed below average, none of the standard eight pupils whose parents were not involved in home to school communication performed above average. This means that the parent's level of involvement in home to school communication influences academic achievement of pupils in public primary schools very strongly. This implies that, relationship between home to school communication and academic achievement is significant in Rachuonyo South Sub-County.

The findings concur with Benard (2020) who pointed out that, communication serves as the medium of information between or among many involved parties. He says that when parties become true to the communication, then academic association becomes great.

4.4 Influence of Parents' Provision of School Requirements on Academic Achievement

The second study objective sought to find out the influence of parents' provision of school requirements on academic achievement of pupils' in public primary schools in Rachuonyo South Sub-County. The study sought to find out from parents, teachers, headteachers and pupils how parents provision of school requirements influences academic achievement of their children. Data on this objective was collected and analyzed both qualitatively and quantitatively. The participants' responses on the influence of parents' provision of school requirements on academic achievement were summarized on Table 10.

Table 10: Parents' Responses on the Influence of Parents' Provision of School Requirements on Academic Achievement

Category	Frequencny	Percent%	Cumulative Percent
Yes there is	25	50%	50
No influence	10	20%	70
May be	10	20%	90
Not easy to tell	5	10%	100
Total	50	100	

Data analyzed in Table 10 reveals that half 25(50%) of parents reported that, there is an influence on academic achievement when school requirements are provided to pupils, while minority 10(20%) of parents reported that, there is no influence of school requirements on academic achievement. On the same, 10(20%) indicated that, may be provision of school requirements might have an influence on academic achievement while 5(10%) of parents indicated that, they are not sure whether provision of school

requirements has an influence on academic achievement of their children or not. These findings concur with Saifullahi (2011) who points out that, parents' provision of school requirements significantly has an influence on academic achievement. He used the data from three different colleges in Gujarat District. The result indicated that children from parents who provide school requirements secured more marks (60.02%) than the children whose parents do not provide school requirements.

The study findings further concurs with Rothman (2009) who says that, the most important factor associated with the educational achievement of children is not race, ethnicity or immigrant status. Instead, the most critical factor according to him appear to be provision of school requirements. These factors stated by him include provision of extra exercise books, paying any school levies, buying school uniform and buying school bags.

The study findings concur with the responses from the interview conducted with one parent who said that:

“How can you compare a child from a family where all parents are able to provide school requirements and those whose parents are not able to provide?. Working parents give the best to their children, they can afford extra books, they can buy all things needed in the school and even pay all monies needed by the school.”

The study further concurs with Memo *et al.* (2010) in their research on the impact of socio-economic status on students' academic achievement. In the study, they found out that there was significance relationship between school requirements and examination performance. Udaida, Ishtiaq, Muhammad & Zaibun (2012) also reveal that parents' provision of school requirements is one of the main predictive variable influencing students' academic achievement of pupils in public primary schools.

The study further sought to find out from teachers, their view on parents' provision of school requirements on academic achievement of their children in public primary schools. The study findings were summarized in Table 11.

Table 11: Teachers' Response on Parents' Provision of School Requirements on Academic Achievement

Category	Frequency	Percent%	Cumulative Percent
Strongly Agree	70	77.8%	77.8
Agree	15	16.7%	94.5
Neutral	00	00%	94.5
Strongly Disagree	3	3%	97.5
Disagree	2	2%	100
Total	90	100	

Data analyzed in Table 11 reveals that majority 70(77.8%) of teachers strongly agreed that parents' provision of school requirements has an influence on academic achievement of pupils' in public primary schools while 15(16.7%) of teachers agreed that parents' provision of school requirements has an influence on academic achievement of pupils' in public primary schools. Moreover, minority 3(3%) of teachers reported that, they strongly disagreed that parents' provision of school requirements has an influence on academic achievement of pupils while minority 2(2%) of teachers disagreed that provision of school requirements an influence on academic achievement of pupils. This implies that generally parents' provision of school requirements has influence in the academic achievement of pupils in public primary schools in Rachuonyo South Sub-County.

The study findings concur with Farkhada (2013) who reports that, parent’s provision of school requirements has a significant influence on students’ academic achievement. Faisal (2014) in his research conducted to find out the influence of parent’s provision of school requirements on academic achievement of their children in Jordan. Faisal’s study revealed that the relationship between parents’ provision of school requirements and parental involvement at home was moderate in some strategies. It shows that parents with prestigious occupations are more likely to identify their children’s school requirements and give a possible solution as soon as they are identified.

These findings also concur with Charles (2013) who found out that parents’ occupational status measures social position by describing job characteristics, decision making, ability to provide all the school requirements in time and psychological demand needed for better academic achievement of pupils’ in public primary schools. Ogundimu (2010) also found out that the socio-economic status of the family exerted neither a positive nor a negative influence on school achievement. It enables parents to either acquire school requirements for their children or not to acquire.

The study further sought to find out from headteachers, their opinion on parents’ provision of school requirements on academic achievement of pupils’ in public primary schools. The study findings were summarized in Table 12.

Table 12: Head Teachers’ Response on Parents’ Provision of School Requirements on Academic Achievement

Responses	Frequency	Percent%	Cumulative Percent
Strongly Agree	20	86.96%	86.96
Agree	3	13.04%	100.00
Neutral	00	00%	
Strongly Disagree	00	00%	
Disagree	00	00%	
Total	23	100	

Table 12 reveals that majority 20(86.96%) of head teachers indicated that they strongly agreed that, parents' provision of school requirements has an influence on academic achievement of pupils' in public primary schools while minority 3(13.04%) indicated that, they agreed that parents' provision of school requirements has an influence on the academic achievement of pupils in public primary schools. The study findings implies that there is a relationship between parents' provision of school requirements and pupils' academic achievement. Ogunshola and Adewale (2012) report that, parents of different occupations often have different styles of child rearing, different ways of discipling their children and different ways of providing for school requirements to their children. They further revealed that parents' provision of school requirements not only determines the level of financial support and motivation available to a student but also equips the student with basic educational materials necessary for high academic achievement.

The study findings concur with Mudassir and Abubakar (2015) who showed that, students from parents' who can provide school requirements perform better than those from parents who are not able to provide. Muhammed (2012) found out that parents' provision has positive correlation with the academic achievement. The study findings also concur with Ho (2017) who reports that wealthier families are able to guarantee their children access to better quality schools, better school requirements and acquisition of requirements in time and throughout their educational career.

These study findings further concur with Suman (2011) who explored the influence of parents' provision of school requirements on academic achievement. He concluded that parents' provision of school requirements positively influenced academic achievement of the child. Ezhilrajan (2012) also indicated that parents' provision of school requirements significantly has a role to play over mathematical problem solving ability in children.

The study further sought to find out from standard eight pupils, their view on their parents' provision of school requirements on their academic achievement. Pupils' responses of were summariszd in Table 13.

Table 13: Pupils' Responses on their Parents' Provision of School Requirements on their Academic Achievement

Requirements	Fathers' Provisions		Mothers' Provisions	
	Frequency	Percent%	Frequency	Percent%
Extra Exe bks	25	25%	30	23.0%
Paying Levies	25	25%	20	15.4%
Uniforms	30	30%	30	23.1%
Extra pens	20	20%	20	15.4%
Supplementary Materials	00	00%	00	00%
Bags	00	00%	20	15.4%
Shoes	00	00%	10	7.7%
Total	100	100	130	100

The results in Table 13 shows that, 25(25%) of fathers in the study location were able to provide extra exercise books and pay school levies, 30(30%) of the fathers were able to provide uniforms and 20(20%) of the fathers bought extra pens. On the table, it shows that no father provided bags, supplementary materials and shoes for their sons and daughters. It also emerged that 30(23.0%) of mothers provided extra exercise books, 20(15.4%) of mothers paid school levies, 30(23.%) of mothers provided school uniforms, 20(15.4%) of mothers provided extra pens, 20(15.4%) of mothers provided school bags and 10(7.7%) of

mothers provided shoes. No mother provided any supplementary material, this effect was due to lack of income which could enable them to provide their children with necessary school materials that could help pupils to do well in schools.

These study findings concur with Gangl (2015) who notes that, parents' inability to provide school requirements shape children's educational development and attainment in future. Baron & Lloyed-Smith (2008) also report that, children's educational achievement can be shaped by inability to give school requirements. Kalil (2009) argues that families, for instance, may be unable to fund tuition and children may withdraw from higher education to engage in labour market activities as part of coping strategy.

These findings concur with responses from the interview conducted with a focused group of forty pupils who in agreement said that:

“As you see us, our parents are not providing any school requirements. They lack money to buy for us school books, they don't even bother to pay for us the exam levies in school and we are not supported in any way. How do you expect us to perform well in school?”

The study findings concur with Mukuna and Indoshi (2012) who identify the roles of parents as either utility or academic related. Utility related include paying for school levies and providing for physical facilities while academic related include helping with homework activities and providing learning materials. All these, influence academic achievement either positively or negatively. Utility or academic roles of parents have direct link to academic achievement of pupils.

To determine whether there was any relationship between parents' provision of school requirements and standard eight pupils' academic achievement in public primary schools, a chi-square test of independence was computed based on data collected using document analysis guide. This examined the association between status of parents' provision of school requirements and status of standard eight pupils' academic achievement. The data

on the item on parents' provision of school requirements was collected in four categories. To enable use of chi-square, the data was collapsed into two categories as yes there is and no influence. The results of cross tabulation, chi square test of independence, and effect size are presented in Table 14.

Table 14: Influence of Parents' Provision of School Requirements and Academic Achievements

Status of involvement in Provision of school requirements	Average Term I & II Score			Chi Square Test Output			
	Less than 251 marks	251-500 marks	Total	Df	Pearson χ^2	Phi (Φ)	p-value
Parents not involved	161	0	161	1	160.70	.836	.000
Parents actively involved	16	53	69				
Total	177	53	230				

Interpretation Key of Academic Achievement

Less than 251 marks = Below Average

251-500 marks = Above Average

Table 14 reveals that there was a statistically significant association, $\chi^2(1, N = 230) = 160.70, p < .05$, between the provision of school requirements and academic achievement of standard eight pupils in public primary schools in Rachuonyo South Sub-County, Kenya. The Phi Cramer's statistics, $\Phi = .836$, shows that there was very strong association between the status of parents' involvement in provision of school requirements and level of academic achievement of standard eight pupils in public primary schools. In addition, Table 14 shows that, while majority 53(100 percent) of standard eight pupils' whose parents were providing school requirements performed above average, only 16(9.0 percent) of the standard eight pupils whose parents were actively involved performed below average. This suggested that the status of a parent in provision of school

requirements influence academic achievement of standard eight pupils in public primary schools very strongly. This implies that parents' provision of school requirements and academic achievement is positive in Rachuonyo South Sub-County.

This study findings concur with Nyarko (2011) who found out that, parents' provision in financing is not limited to school fees alone but it extend to include pupils personal requirements that contribute positively to improved academic achievement in directly. This may include school uniform, sanitary pads for girls, provision of school bags and extra exercise books.

4.5. Extent to which Parents' Supervision of Homework Influences Academic

Achievement of Pupils

The third objective of the study was to determine the extent to which parents' supervision of homework influences academic achievement of pupils in public primary schools in Rachuonyo South Sub-County. In order to achieve this, a number of attributes on parental involvement of homework supervision were measured such as: home set rules, parents' assistance with assignment at home, setting homework special room. The respondents were parents, teachers, head teachers and pupils. The study sought to find out the extent to which parents are involved in their children's homework taking. The study responses were summarized in Table 15.

Table 15: The Extent to which Parents are Involved in the Supervision of Children’s Homework

		Frequency	Percent%	Total
To what extent are you involved in helping your children do their homework?	Not Involved	32	64%	32
	Partially Involved	08	16%	08
	Involved	06	12%	06
	Fully Involved	04	8%	04
Total		50	100	50

Table 15 reveals that majority 32(64%) of parents reported that, they were not involved in the supervision of children’s homework while minority 6(12%) got involved. From the same table, 4(8%) of parents indicated that they were fully involved in the supervision of children’s homework while 8(16%) were partially involved. (Patrikakou., 2008) shows that, family involvement sets the tone and condition upon which a child engages in education, thus affecting and impacting on their academic success. The worth of the categories system is in demonstrating variety of undertakings that might be integrated in parents’ involvement programs. Pupils become more motivated when their parents take their time to read and study with them at home (Caspé, 2010).

These findings also concur with the response from the interview conducted with the parents who said that:

“We feel that we are trying our best at home, we do check and help our children with their homework. We even follow up what is taking place in school and visit school sometimes when we are invited by the school to do so.”

These findings further concurs with Siririka (2016) who found out that parents with limited or no formal education may have the will to help their children, but are constrained because they are convinced that they are incapacitated by their limited formal education to help their children with their learning.

The study also sought to find out from parents about rules governing administration and conduct of homework. The study findings were summarized in Table 16.

Table 16: Parents’ Responses on Rules Governing Administration and Conduct of Homework

Category	Frequency	Percent%	Cumulative Percent
No Home rules	48	96%	96
Home rules	2	4%	100
Total	50	100	

Table 16 indicates that majority of homes 48(96%) had no home rules governing administration and conduct of homework while minority 2(4%) had homes rules. The result reveals that most parents do not provide a controlled home environment. The study also implies that most parents are not concerned about their children having set home rules to enhance completion of their children’s homework and to enhance better academic achievement. The study findings concur with Jeynes (2010) who states that, supervision and rules governing administration and conduct of homework as moderate levels of parental support. Xu (2009) found out that students’ achievement appeared to be related to all five subscales of homework management (setting proper homework rules to facilitate homework completion).

These study findings concur with Zimmerman (2011) who found out that, eighth grade students receiving daily self-regulation support during math homework performed better on post tests than their peers who did not receive self-regulation support.

These findings were confirmed by responses from an interview conducted with one parent who was quoted saying:

“I’m not a teacher to set home rules for studying for my children. Secondly, do I have time to even find out what my children do at home after school?”

The study also sought to find out from parents how often they closely monitor their children’s progress. The study findings were summarized in Table 17.

Table 17: Parents Responses on how often they Closely Monitor their Children’s School Progress

Monitoring	Frequency	Percent%	Cumulative Percent
Always	1	2%	2
Never	45	90%	92
Sometimes	4	8%	100
Total	50	100	

Findings from Table 17 reveals that majority of parents 45(90%) did not have close monitoring of their children’s school progress while minority 4(8%) sometimes did close monitoring always. The data also indicate that 1(2%) of parents always did the close monitoring of their children’s school progress. This implies that majority of parents’ do not closely monitor their children’s school progress.

This study findings concur with Lafaele (2011) who argues that parents and teachers have different agenda and different goals for parental involvement, which lead to tensions and conflicts, which can in turn limit the type, extent and success of parentaal involvement in monitoring their children’s school progress. Lawson (2012) concurs with this when he says that; lack of consensus on this issue led to teachers blaming parents, and parents feeling under appreciated by teachers.

These findings were confirmed by responses from an interview conducted with one parent who said that:

“When my child is in school, how then do I follow and monitor what is going on at school. they are in safe hands in school.”

The study also sought to find out from head teachers and teachers’ about the influence of homework on pupils’ academic achievement. The study findings were summarized in Table 18.

Table 18: Head teachers and Teachers Responses on the Influence of Parents’ Supervision of Homework on the Academic Achievement of Pupils

Category	Positive Influence	Percent%	Negative Influence	Percent%	Totals
Headteachers	23	100%	00	00%	100
Teachers	80	88.9%	10	1.1%	100

Data analysis in table 18 reveals that all head teachers in the study 23(100%) reported that there is an influence of homework on the academic achievement of pupils in public primary schools. The same data gathered also revealed that majority of teachers 80(90%) of teachers reported that, there is an influence of homework on academic achievement of

pupils while minority of teachers 10(10%) reported that there is no influence of homework on academic achievement of pupils. When parents help their children to do their homework, most of them begin to enjoy doing homework and in turn become more willing to learn (Keith, 2010). The findings concur with Jeynes (2009) who showed a strong positive association between parental style defined as supportive, loving, helpful and maintaining an adequate parental involvement on academic achievement of pupils in public primary schools. Henderson and Mapp (2010) believed that, engaging the family could improve children’s academic achievement, and also a substantial influence on other key outcomes. Henderson and Mapp (2010) conclude that, parents have a major influence on their children’s academic achievement in school and through life.

These study findings concurs with Bembenutty (2011) who found out that a positive relationship exists between homework activities and self-efficacy beliefs, as well as goal setting, time management, managing the environment, and maintaing attention. Cooper (2007) stated that, when homework is effective, it benefits many aspect of students’ learning experiences.

The study further sought to find out from pupils how frequent their parents assists them with homework while at home. The study findings were summarized in Table 19.

Table 19: Pupils Responses on How Frequent they Get Homework Assistance from their Parents’

Monitoring	Frequency	Percent%	Cumulative Percent
Always	44	19.1%	19.1
Never	156	67.8%	86.9
Sometimes	30	13.0%	100
Total	230	100	

Data analysis in Table 19 reveal that majority of pupils' 156(67.8%) reported that their parents did not assist them with homework at all while minority 30(13.0%) also reported that sometimes they do get homework assistance from their parents'. On the same data only 44(19.1%) of pupils reported that they always got homework assistance from their parents. This implies that most parents' did not assist their children with homework while at home in Rachuonyo South Sub-County. These study findings concur with Pomerantz et al (2009) who says that empirical studies have shown a direct link between the parental involvement in homework control negatively relates to children's academic achievement. Nunez, Suarez, Cerezo, Mourao & Valley (2015) in their study perceive that parental homework support (e.g., avoiding direct involvement when children do not need help but assisting when children do need help).

These findings also concur with the responses from children's focussed group discussion guide which the researcher had with the pupils, during the discussion majority of pupils pointed out that:

“That it is not possible to get homework help from our parents. Are they at home when we take our home work? But even if they are, do they care of our homework assignment?”

The study again sought to find out from pupils if their parents had set a side special rooms at home for thier homework. The study findings were summarized in Table 20.

Table 20: Pupils' Responses on Availability of Special Rooms Set Aside at Home for their Homework

Categories	Frequency	Percent%	Cumulative Percent
No Room	200	87%	87
Room Available	25	10.9%	97.9
Not Sure	5	2.1%	100
Total	230	100	

Table 20 reveals that majority of pupils' 200(87%) did not have special rooms for taking or writing their home work at home while minority of pupils 25(10.9%) do have special rooms for homework taking or writing at home. On the same table, 5(2.1%) are not sure whether rooms they use for homework taking or writing are special rooms set aside specifically for homework or not. They reported that, they have always done their homework but they can not define special room for homework writing.

This study also implied that most parents are not concerned about their children's need for the opportunity to complete their homework by creating special rooms for homework taking or writing. Parents who are concerned about their children have the opportunity to help their children with their homework set special rooms.

The findings concur with the responses from an interview conducted with pupils' during the focuss group discussion. One pupil was quoted saying that:

“Special room? Our house is too small and completely out of space.”

To assess the extent to which parents' supervision of homework influence academic achievement of standard eight pupils' in public primary schools, Phi Cramer's statistics of chi-square test of independence was performed on the data obtained from document analysis guide on status of parents' supervision of homework and level of academic achievement of pupils. The data on the item on parents' supervision of homework was collected in four categories. To enable use of chi-square, the data was collapsed into two categories as not involved and actively involved. The results of cross tabulation, chi square test of independence, and effect size are presented in Table 21.

Table 21: Influence of Parents’ Supervision of Homework and Academic Achievement

Status of Parents’ Supervision of Homework	Average Term I & II Score			Chi Square Test Output			
	Less than 251 marks	251-500 Marks	Total	Df	Pearson X^2	Phi (Φ)	p- value
Parents not involved	177	7	184	1	192.03	.914	.000
Parents actively involved	0	46	46				
Total	177	53	230				

Interpretation Key of Academic Achievement

Less than 251 marks = Below Average 251-500 marks = Above Average
 The results in Table 21 indicated that there was a statistically significant association, $X^2(1, N = 230) = 192.03, p < .05$, between the status of parents’ supervision of homework and academic achievement of pupils in public primary schools. The Phi Cramer’s statistics, $\Phi = .914$, shows that there was very strong association between parents’ supervision of homework and academic achievement of pupils. Equally, Table 21 shows that majority 177(96.2 percent) of standard eight pupils’ whose parents’ did not supervise homework performed below average, only 7(3.8 percent) of the standard eight pupils whose parents were not involved in supervision of homework performed above average.

This implies that parent’s level of involvement in supervision of homework influences academic achievement of pupils in public primary schools very strongly with pupils’ whose parents actively supervise homework performing above average and those whose parents do not supervise their homework performing relatively below average.

This study findings concur with Rosario, Nunes, Vallejo, Cunha, Nunes & Mourao (2012) who indentified supervision of homework as a natural connector of school and home. In

this way, homework supervision is one of the most common school activities involving teachers, pupils and parents. Homework supervision and academic achievement are linked to success of academic achievement. Homework supervision is an extension of school learning and if conducted properly, leads to success in academic achievement and if not carried out the right way, it may lead to poor academic achievement.

4.6. Parents' Participation in Education Activities at School

The fourth objective of the study was to establish whether parents' participation in educational activities at school has an influence on academic achievement of standard eight pupils in public primary schools in Rachuonyo South Sub-County. The researcher enquired from parents, teachers, head teachers and pupils whether parents' participated in educational activities at school. The study findings on parents' participation in educational activities at school were summarized in Table 22.

Table 22: Parents' Responses on Participation in Educational Activities at School

Categories	Frequency	Percent%	Cumulative Percent
Participated	21	42%	42
Non Participation	29	58%	100
Total	50	100	

Data in Table 22 reveals that majority 29(58%) of parents did not participate generally in educational activities of their children at school while minority 21(42%) of parents did participate in educational activities at school. These findings indicate that most parents do not generally participate in the educational activities at school where their children learn.

These findings were confirmed by responses from an interview conducted with the chairperson of board of management of one public primary school who said that:

“There are a lot of parents who did not go to school and this interferes with their participation between home and school. He further stated that most parents are not exposed to the need to participate in the education activities of their children.”

These findings also agreed with Rajan (2011) who reports that, there are many consequences which come about when parents do not participate in their children’s educational activities, which include; high dropout rates, increase of illiteracy amongst the children and poor academic achievement. Taunyana (2010) states that, most parents in rural communities are ravaged by poverty and spend most of their time away from their children’s educational needs. Some spend time on selling groceries and fruits to support their children.

The study also sought to find out from parents about their participation in academic clinic day activities of their children. The study findings were summarized in Table 23.

Table 23: Parents’ Responses on Whether they Usually Attend Academic Clinic Day’s Activities of their Children at School

	Yes/No	Frequency	Percent
Parents’ attending clinic days activities of their children	Yes	21	42%
	No	29	58%
Totals		50	100

Table: 23 reveals that majority 29(58%) of parents' did not participate in education clinic of their children while minority 21(42%) did participate in academic clinic activities. There is a relationship between academic achievement of pupils and parents participation in school academic clinic. This findings implies that most parents don't participate in the education clinic of their children in public primary schools in Rachuonyo South Sub-County and this elicits negative results from the academic achievement.

This finding concurs with Moriarty (2009) who states that, parental participation in the education activities increases teachers' expectations for the child, which encourages the child and increases his or her academic achievement. Hill & Chao (2009) say that, parents who work closely with school also gain a better understanding of the school's expectations and how they can work with teachers to support children. Further, children whose parents participate and cooperate with the school education activities get the message that schooling and education are important.

These study findings concur with responses from the interview conducted with one parent who said.

“Why should I attend such activities? Do such activities bear any significance in my child's academic achievement?”

The study also sought to find out from parents' their participation in checking their children's books in public primary schools. The study findings were summarized in Table 24.

Table 24: Parents’ Responses on Checking Books of their Children

	Frequency	Percent%	Cumulative Percent
Often	15	30%	30
Never	29	58%	88
Sometimes	6	12%	100
Total	50	100	

Data analysis in Table 24 reveals that majority 29(58%) of parents never participated in checking books of their children while minority 15(30%) often did participate in checking the books of their children. 6(12%) of parents sometimes do participate in book checking process. This findings imply that most of parents whom their children are learning in public primary schools in Rachuonyo South Sub-County, do not participate in checking their children’s books.

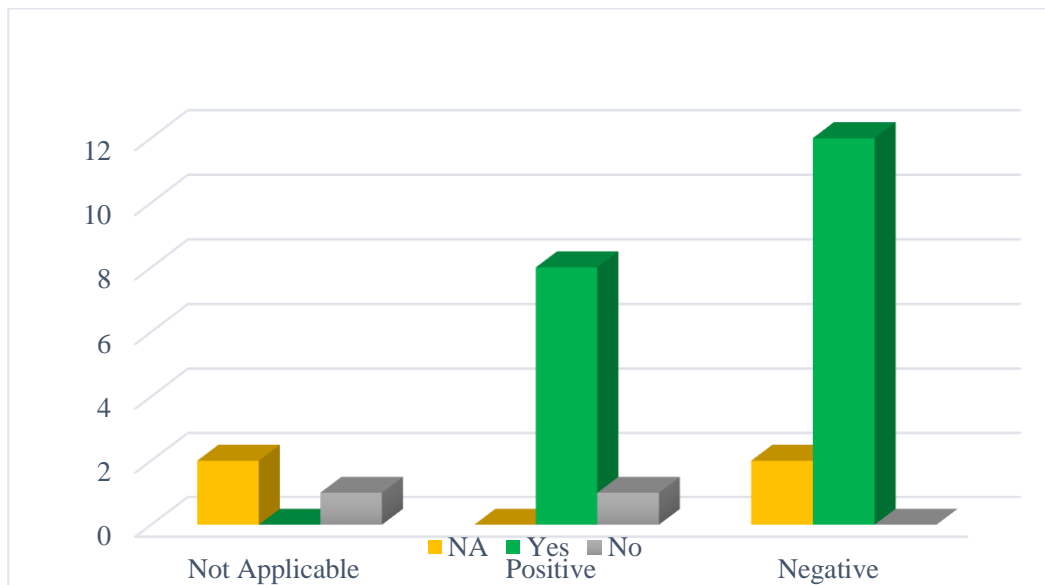
This study finding concurs with the responses from the interview conducted with the a parent who said that:

“Do you think this book checking process for parents is necessary in promoting education of children? But even if that is so, where is the time for that?” He further said that; “even if I had time, do I understand what they learn in school? I dropped out in standard five and my son is in standard eight. How can I understand standard eight content?”

These findings also concur with Huang (2009) who says that, traditional approaches to parental involvement in school parents’ book checking days have been largely unsuccessful. Many schools lead a strong push for parental involvement through the PTA,

school committees or classroom volunteering while they ignore the school book checking days for parents to attend and discuss issues surrounding their children’s education (Rebecca Gaunt, 2016).

The study further sought to find out from head teachers’ about parents’ participation in open days activities on the academics achievement of pupils. The study findings were summarized in Figure 2.



How do parents participate during the open day?

Figure 2: Head Teachers’ Responses on Parents Participation in Open Days Activities in School

Figure 2 reveals clearly that majority of head teachers reported that participation of parents during open days are negative because many 15(65.2%) of parents did not show up, but the few 8(34.8%) of parents who attended did not take active apart (Ghazi, 2010). These findings concur with Llach, Adrogué, and Gigaglia (2009) who analyzed long term impact of attending longer schools days in Buenos Aires, Argetina. They found out that parents who attended full school open days were very few compared to parents who did

not. Kaperu (2009) says that, Namibia-based research also confirms that parents were not quite sure of their role during school open days while Zoppi (2010) states that some parents think their own lack of education precludes them from participating in their children’s education open days conducted by the schools. There were also parents who simply believe that the responsibility for school open days belongs to the school (Williams, 2011).

The study also sought to find out from teachers’ about parents following their children’s progress in school. The study findings were summarized in Table 25.

Table 25: Teachers’ Responses on Parents’ following their Children’s Progress in School

	Frequency	Percent%	Cumulative Percent
Daily	00	00%	00
Weekly	07	7.8%	7.8
Termly	20	22.2%	30.0
Yearly	63	70%	100.0
Total	90	100	

Data in Table 25 reveals that majority 63(70%) of teachers reported that parents did yearly follow up of progress of their children in schools while minority 20(22.2%) of teachers reported that parents did termly participate in the follow up of their children’s progress in schools. On the same data, 7(7.8%) of teachers reported that few parents did weekly follow up of their children’s progress in schools and no parent did daily follow up of their children progress. These findings imply that majority of teachers are in agreement that most parents are not concerned with follow up activity of progress of their children in public primary schools in Rachuonyo South Sub-County. The study findings concur with

Domina (2009) who found out that attending to school follow up and parent meetings and checking homework were positively related to students' academic achievement.

The study also sought to find out from pupils' how regular their parents visited their schools where they are learning in. The study findings were summarized in Figure 3.

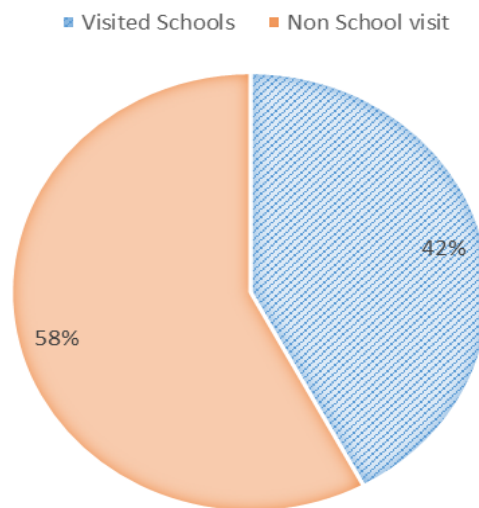


Figure 3: Pupils' Responses on their Parents' Visit to Schools

Figure 3 reveals that majority 133(58%) of pupils indicated that their parents were not concerned about school visit and did not visit while minority 97(42%) of pupils indicated that, their parents were concerned with school visit and visited. This study findings implies that most parents did not pay visit to the schools where their children learn and only a number did pay visit.

These findings concur with response from focused group discussion where some pupils said that:

“My father hardly visits our school but if he must then my mother will occasionally visit, my father has never and I don't see him visiting soon.”

The study further sought to find out from parents' whether their participation in children's homework improved children's academic achievement. The study findings were summarized in Table 26.

Table 26: Parents Responses on Whether their Participation in Children’s Homework Improve Children’s Academic Achievement in School

Did Your Homework Participation Improve Child’s Academic Achievement?	Frequency	Percent%	Cumulative Percent
Yes	15	30%	30
No	30	60%	90
Not Sure	5	10%	100
Total	50	100	

The analyzed data in Table 26 reveals that majority 30(70%) of parents reported that assisting with homework did not help improve their participation at school and on the academic achievement. They did not participate in homework assistance while minority 15(30%) of parents did accept that their homework assistance helped them improve their participation at school and lastly, 5(10%) of parents were not sure whether their assistance helped improved their participation at school.

This findings concur with the responses from the interview conducted with one parent who said that:

“How do you expect me to tell you of my participation improvement at school while I did not participate in the homework assistance completely!”

These findings concur with Ludicke & Kortman (2012) who indicate that school educators, and even parents can intentionally or unintentionally create and reinforce their

barriers to their improvement on parental involvement. Parents participation in school activities and academic achievement are linked in that for academic achievement to be realized, parents, school and pupils must pull together and if any part fails to add the effort needed then academic achievement might not be realized.

To establish the extent to which parents' participation in educational activities at school influence academic achievement of standard eight pupils' in public primary schools, data collected using document analysis guide on status of parents' participation in educational activities at school and status of academic achievement of standard eight pupils was used. The data on the item parents' participation in education activities at school was collected in three categories. To enable use of chi-square, the data was collapsed into two categories as parents not involved and parents actively involved. The results of cross tabulation in form of frequency count, chi square test of independence analysis, and effect size are presented in Table 27.

Table 27: Influence of Parents' Participation in Education Activities and Academic Achievement

Status of Participation in Educational Activities	Average Term I & II Score			Chi Square Test Output			
	Less than 251 marks	251-500 marks	Total	df	Pearson X^2	Phi (Φ)	p-value
Parents not involved	133	0	133	1	94.43	.641	.000
Parents actively involved	44	53	97				
Total	177	53	230				

Interpretation Key of Academic Achievement

Less than 251 marks = Below Average

251-500 marks = Above Average

The results in Table 27 indicate that there was a statistically significant association, $\chi^2(1, N = 230) = 94.43, p < .05$, between the status of parents' participation in educational activities at school and academic achievement of standard eight pupils in public primary schools. The Phi Cramer's statistics, $\Phi = .641$, shows that there was strong association between participation in educational activities and academic achievement of pupils. Table 27 further revealed that majority 133(100 percent) of standard eight pupils' whose parents did not participate in educational activities at school performed below average, yet none of the pupils of non participating parents performed above average. This means that parents' non participation in educational activities at school was high and had a strong negative influence on academic achievement of standard eight pupils in public primary schools. Conversely, for parents' who participated in educational activities at school, involvement in educational activities at school had strong influence on academic achievement of their children with majority 53(54.6 percent) realizing performance above average and minority 44(45.4 percent) performing below average. The minority pupils who performed below average could be representing the parents' who did not fully involve themselves in educational activities at school. This implies that, parents' participation in education activities at school and academic achievement in Rachuonyo South Sub-County is positive and has an influence on the academic achievement of standard eight pupils.

This study findings concur with Moroni (2015) in their study indicates that, constructive involvement of parents in school activities has been positively associated with, among other things, student achievement, social skills, attendance, good behaviour, positive relationships with school mates and mental health.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter of the research presents the main findings of the study, conclusions of the research study and recommendations for the action, improvements, implementation and further research. The conclusions are based on the objectives of the study and findings from interviews, as well as the findings from questionnaires.

The study set to investigate parental involvement on academic achievement of pupils in public primary schools and particularly the elements of parental involvement in academic achievement of standard eight pupils in Rachuonyo South Sub-County, Kenya. First by exploring home - school communication on academic achievement of standard eight pupils in public primary schools, by determining the influence of parents' provision of school requirements on the academic achievement of standard eight pupils in public primary schools, assessing the extent to which parents' supervision of their children's homework influences academic achievement of pupils' in public primary schools and lastly to establish whether parents' participation in educational activities at school has an influence on academic achievement of standard eight pupils' in public primary schools in Rachuonyo South Sub-County, Kenya.

5.2 Summary of the Study

The purpose of the study was to investigate parental involvement on academic achievement of pupils in public primary schools in Rachuonyo South Sub-County, Kenya.

The study was guided by the following four objectives:

- i) Find out influence of home-school communication on academic achievement of pupils in public primary schools in Rachuonyo South Sub-County, Kenya.
- ii) Determine the influence of parents' provision of school requirements on their pupils' academic achievement in public primary schools in Rachuonyo South Sub-County, Kenya.
- iii) Assess the extent to which parents' supervision of homework influence academic achievement of pupils in public primary schools in Rachuonyo South Sub-County, Kenya.
- iv) Establish whether parents' participation in educational activities at school has an influence on academic achievement of standard eight pupils in public primary schools in Rachuonyo South Sub-County, Kenya.

5.2.1 Influence of Home to School Communication on Academic Achievement

Majority of parents 34(68%) reported that, there is no influence of home to communication on academic achievement while minority 10(20%) did. 6(12%) were not sure. This is a challenge that undermines the academic achievement of children in public primary schools in engaging the school in communication about the child. All the head teachers 32(100%) strongly agreed that home to school communication had an influence on academic achievement of pupils. Majority of teachers 63(70%) strongly agreed that home to school communication had an influence on the academic achievement of pupils. 17(18.9%) agreed, 8(8.9%) Strongly disagreed while 2(2.2%) disagreed. Majority of pupils 190(82.6%) indicated that home-school communication to a large extent influences the academic achievement while minority 25(15.2%) did not and 5(2.2%) were not sure. Finally, the study established that there was a significantly very strong association, $X^2(1,$

$N = 230$) = 204.24, $p < .05$, $\Phi = .942$, between the status of parents' home to school communication and academic achievement of pupils in public primary schools.

5.2.2 Influence of Parents' Provision of School Requirements on Academic

Achievement

Half of the parents 25(50%) indicated that there is influence on academic achievement when parents' provide school requirements while minority 10(20%) did not. 10(20%) indicated 'may be' and 5(10%) were not sure. Majority of teachers 70 (77%) strongly agreed that there is influence of provision of school requirements on academic achievement of pupils while minority 15(16.7%) did not. 3(3%) strongly disagreed while 2(2%) disagreed. Majority of head teachers 20(86.96%) strongly agreed that parents' provision of school requirements had influence on the academic achievement while minority 3(13.4%) agreed. The study revealed that there was a statistically significantly very strong association, $X^2(1, N = 230) = 160.70$, $p < .05$, $\Phi = .836$, between the provision of school requirements and academic achievement of standard eight pupils in public primary schools in Rachuonyo South Sub-County, Kenya.

5.2.3 Extent to which Parents' Supervision of Homework Influence Academic

Achievement of Pupils

Majority of parents 34(68%) reported that parents were not involved, partially involved or fully involved while minority 16(32%) did. Majority of homes 48(96%) had no rules governing administration and conduct of homework while minority 2(4%) did. Majority of parent 45(90%) did not have close monitoring of their children's school progress while minority 4(8%) did and 1(2%) of parents always did. All head teachers 23(100%) reported that there is influence of homework on the academic achievement of pupils in public primary schools. Majority of teachers 80(90%) reported that there is influence of homework on academic achievement of pupils while minority 10(10%) did not. Majority

of pupils 156(67.8%) reported that their parents did not assist them with homework at all while minority 44(19.1%) did and lastly, 30(13%) sometimes did. Majority 200(87%) of pupils did not have special rooms for taking their home work while at home while minority 25(10.9) did, and 5(2.1%) were not sure. The study found that there was a statistically significantly very strong association, $X^2(1, N = 230) = 192.03, p < .05, \Phi = .914$, between the status of parents' supervision of homework and academic achievement of pupils in public primary schools.

5.2.4 Influence of Parents' Participation in Education Activities at School

Majority 29(58%) of parents did not participate in educational activities of their children at school while minority 21(42%) did. Majority 29(58%) of parents did not participate in education clinic for their children while minority 21(42%) did. Majority 29(58%) of parents never participated in checking books of their children while minority 15(30%) of parents' often participated in checking the books of their children and 6(12%) sometimes did. Majority 15(65.2%) of head teachers reported that participation of parents during open days were negative for many of the parents did not show up while minority 8(34.8%) did but did not participate activity. Majority 63(70%) of teachers reported that parents did not follow up the progress of their children in schools while minority 20(22.2%) of teachers reported that parents often followed up their children's progress in schools and lastly, 7(7.8%) reported that few parents sometimes did the follow up. Majority 133(57.8%) of pupils indicated that their parents were not concerned about school visit while minority 97(42.2%) did and lastly, majority 30(70%) of parents indicated that, their homework involvement improved their participation while minority 15(30%) did not and 5(10%) were not sure. On the whole, the study established that there was a statistically significantly strong association, $X^2(1, N = 230) = 94.43, p < .05, \Phi =$

.641, between the status of parents' participation in educational activities at school and academic achievement of standard eight pupils in public primary schools.

5.3 Conclusions

In reference to the findings discussed in chapter four, the study made the following conclusions based on research objectives:

5.3.1 Influence of Home to School Communication on Academic Achievement

The study findings showed that majority of parents reported that there was no influence of home to school communication on academic achievement of pupils in public primary schools.

Majority of teachers and all head teachers in the study clearly indicated that there is influence of home to school on the academic achievement of pupils' in public primary schools.

5.3.2 Influence of Parents' Provision of School Requirements on Academic Achievement

Majority of parents reported that provision of school requirements had an influence on the academic achievement of pupils' in public primary schools though a few parents did not agree.

Majority of teachers in the study agreed that parents' provision of school requirements had impact in the academic achievement of pupils while minority of teachers did not. In the same study, all the head teachers covered indicated that parents' provision of school requirements is essential in child's academic achievement and greatly influenced academic achievement.

5.3.3 Extent to which Parents' Supervision of Homework Influence Academic

Achievement of Pupils

Majority of parents accepted that they did not assist their children with homework while minority did. Majority of parents reported that neither were they involved, partially involved nor fully involved in helping their children with homework writing.

Majority of homes had no home set up rules for taking homework and few homes had homework rules. Majority of parents did not have close monitoring of their children's school progress while minority had close monitoring. This lack of close monitoring from parents had negative influence on the academic achievement of pupils in public primary schools.

All the head teachers in the study reported that supervision of homework played a role on the academic achievement of pupils in public primary schools. Majority of pupils indicated that their parents did not assist them with homework and this negatively impacted on their academic achievement. Majority of homes did not have special rooms for taking or writing homework, this clearly showed that parents did not take homework seriously and this impacted negatively on the pupils' academic achievement.

5.3.4 Influence of Parents' Participation in Education Activities at School

Generally, majority of parents did not participate in educational activities of their children at school while minority did. Majority of parents reported that they did not participate in education clinic for their children while minority did and this lack of participation impacted negatively on the academic achievement of their children. In the same study, majority of parents indicated that they did not participate in checking books of their children while minority did, this had similar negative impact.

Majority of head teachers confirmed that participation of parents during school open days were negative and even few parents in attendance did not engage actively. That clear lack of participation from the part of parents played a negative role in discouraging pupils from being committed in their academics since they lacked the necessary motivation from the key player, the parent.

Majority of teachers reported that parents were not concerned with school follow up in order to know how their children were progressing in academic while minority did. Teachers indicated that only few parents sometimes did take part in follow up activities at school. Majority of pupils reported that their parents were not concerned about school visit while few did. Generally, this lack of participation from most of parents negatively influenced academic achievement of pupils in public primary schools in Rachuonyo South Sub-County.

5.4 Recommendations

In reference to the mentioned findings and conclusions, the study recommends the following based on the research objectives:

5.4.1 Influence of Home to School Communication

On the first objective that was to find out influence of home to school communication on academic achievement of pupils in public primary schools, the study recommends that, there should be regular academic clinics and pupils progress follow up to help enhance academic achievement amongst the learners.

5.4.2 Influence of Parents' Provision of School Requirements on Academic Achievement

On the second objective that was to establish influence of parents' provision of school requirements on academic achievement of pupils in public primary schools, the study recommends that parents should be encourage to help provide extra school requirements

like extra exercise books, paying of school levies, buying school shoes and school uniforms to help aid academic achievement of pupils in public primary school.

5.4.3 Extent to which Parents' Supervision of Homework Influence Academic

Achievement of Pupils

On the third objective that was to investigate extent to which parents' supervision of homework influence academic achievement of pupils in public primary schools, the study recommends that rules governing administration and conduct of homework should be encouraged in every home and that parents should set a side special rooms for their children for taking and writing homework while doing their study at home. Parents should show this commitment to the schools where their children are learning by discussing this with teachers.

5.4.4 Influence of Parents' Participation in Education Activities at School

On the fourth objective that was to establish influence of parents' participation in education activities at school on academic achievement of pupils' in public primary schools, the study recommends that school visits and school open days should be regular in public primary schools so that parents can be familiar and learn from those activities. Besides public primary schools should have proper structure on school visits.

5.5 Suggestions for Further Research

In view of the fact that process of parenting is the first school that a young child goes through in education and that the parental involvement is necessary in the education process of standard eight pupils in public primary schools. Standard eight parents should be entirely involved throughout their children's education; this study recommends that further research should be conducted in the following areas which have not been explored.

- (i) Ways of involving standard eight parents to set home rules for writing homework to aid parental involvement.
- (ii) A similar study on the influence of parental involvement on academic achievement in other counties within our country.

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APPENDICES

APPENDIX A: TEACHERS' QUESTIONNAIRE (TQ)

The purpose of this study is to examine the influence of parental involvement on academic achievement of pupils in public primary schools in Rachuonyo South Sub-County. Kindly tick (✓) or write the correct responses in the space(s) provided. The information given will be treated with confidentiality and use for the research purpose only.

SECTION A: BACKGROUND INFORMATION

1. Name of your school.....?
2. How many years have you been teaching in this school.....?

SECTION B: IMPLEMENTATION INFORMATION

3. Do you agree that home-school communication has influence on child's academic achievement? Strongly Agree () Agree (), Strongly Disagree () Disagree ()
4. Do parents whose children learn in your school follow up their children's progress in schools? Daily () Weekly () Termly () Yearly ()
5. Do you agree that parents' supervision of homework has got influence on pupils' academic achievement? Positive Influence () Negative Influence ()
6. Do you consent that parent provision of school requirements has influence on the academic of children in your school? Strongly Agree () Agree () Neutral () Strongly Disagree () Disagree ()

APPENDIX B: PARENTS' INTERVIEW SCHEDULE (PIS)

The purpose of this study is to examine the influence of parental involvement on academic achievement of pupils in public primary schools in Rachuonyo South Sub-County. The information given will be treated with confidentiality and used for the research purpose only.

SECTION A

1. What is your occupation?
2. What is your highest level of education?

SECTION B

3. Is there influence of home-school communication on your child's academic achievement? No () Yes () Not Sure ()

4. To what extent are you involved in helping your child with his/her homework?

Not involved () Partially Involved () Actively Involved () Fully Involved ()

5. Do you have study rules at home for your child concerning homework taking?

6. How often do you closely monitor your child's school progress?

Always () Never () Sometimes ()

7. Do you participate in education activities in the school where your child learns?

Not Involved () Actively Involved () Not Sure ()

8. Do you usually participate in book checking of child? Often () Never ()

Sometimes ()

9. Do you accept that your provision of extra school requirements has got impact on the academic achievement of your child? Yes there is () No influence () May be () Not easy to tell ()

10. Do you usually attend academic clinic day's activities of your child in their school/ How frequently do you attend.....

11. Do your participation in children's homework improve their academic achievement in school? Yes () No () Not Sure ()

APPENDIX C: FOCUSED GROUP DISCUSSION GUIDE (FGDG)

1. In your opinion, do you think that home to school communication has influence in your academic achievement?

Yes () No () Not Sure ()

2. Does your parent attend to all school visits that need his/her attention at school?

Visited Schools () Non-School Visit ()

3. State extra school requirements (items) that your parent usually provides for you.

Extra Exercise books () Paying school levies () Uniforms () Extra pens () Supplementary () Bags () Shoes () and

list whether it was by your father or mother.

4. Does your parent usually assist you with your homework? Always ()

Never () Sometimes ()

5. a) At home, is there special room for you to take your homework?

No Room Available () Room Available () Not Sure()

b). Explain the availability of special rooms as set aside at home for your homework

APPENDIX D: HEAD TEACHERS QUESTIONNAIRE (HTQ)

The questionnaire below aims at gathering information on the influence of parental involvement on the academic achievement of pupils in public primary schools. Please tick in the correct ellipse that applies to your answer and fill in the blank spaces with the answers you may wish to give.

SECTION A Demographic Information

1. What is your gender? Male () Female ()
2. What is your teaching experience? Less than one year () 1-5 years () 6-10 years () 11-15 years () Over 15 years ()

SECTION B:

3. (i) Do you agree that home - school communication has got influence in children's academic achievements? Strongly Agree () Agree () Strongly Disagree () Disagree ()
4. Did you consider parents' provision of school requirements as a motivator of academic achievement? Strongly Agree () Agree () Neutral () Strongly Disagree () Disagree ()
5. What is your take on parents of your school during their school open day's participation? Positive Participation () Negative Participation () Not Applicable ()

SECTION D: Parents Facilitation of Pupils' Homework.

6. Do you agree that parents' supervision of homework has got influence on pupils academic Achievement? Positive Influence () Negative Influence ()

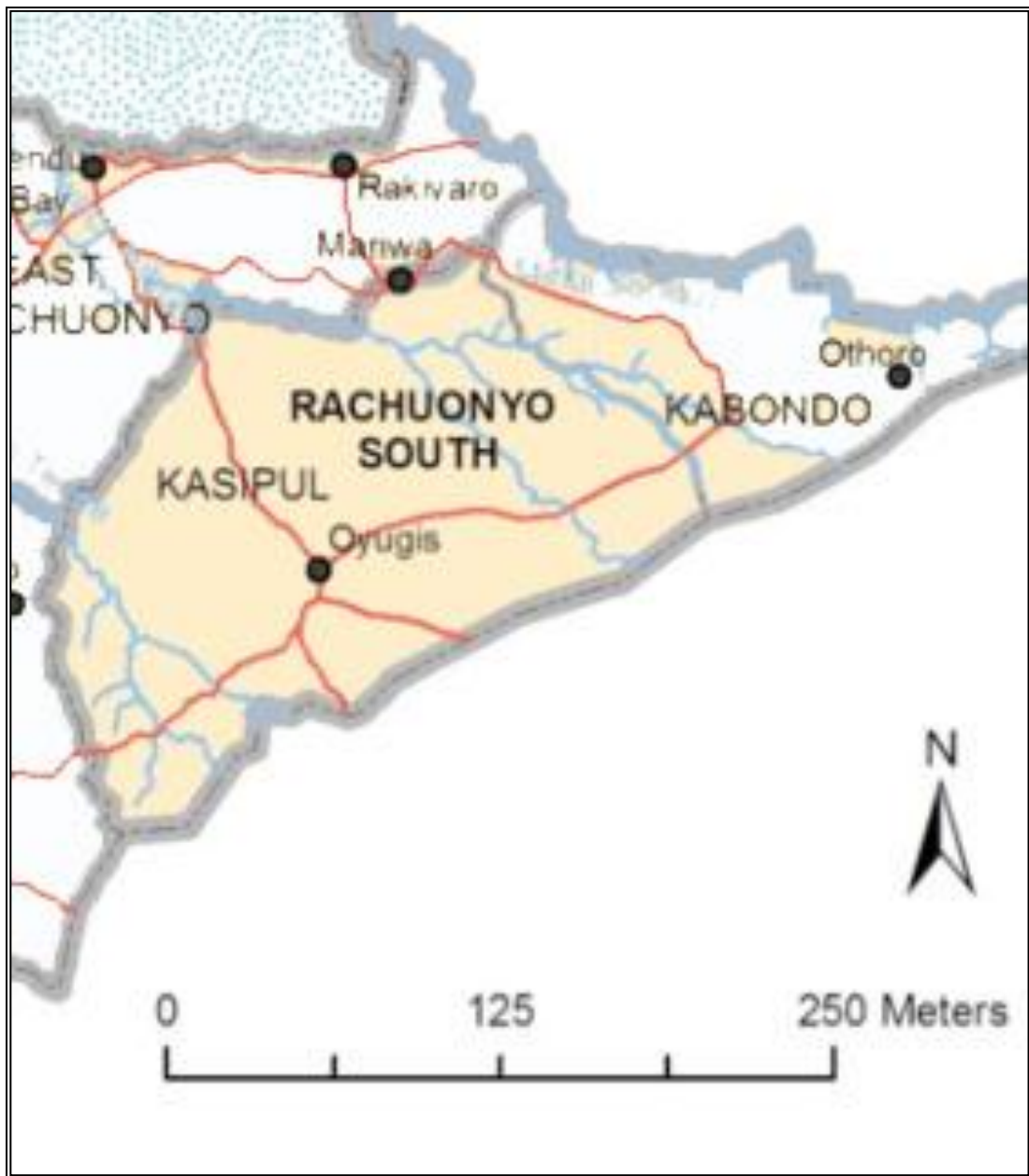
APPENDIX E: DOCUMENT ANALYSIS GUIDE

	PARENT'S INVOLVEMENT IN HOME TO SCHOOL COMMUNICATION		PARENT'S PROVISION OF SCHOOL REQUIREMENT		PARENT'S SUPERVISION OF CHILDREN WORK		PARENT'S PARTICIPATION IN EDUCATIONAL ACTIVITIES		PUPIL'S ACADEMIC ACHIEVEMENT (SCORE OUT OF 500 MARKS)		
	NOT INVOLVED	INVOLVED	NOT INVOLVED	INVOLVED	NOT INVOLVED	INVOLVED	NOT INVOLVED	INVOLVED	TERM I	TERM II	AVG
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											

NOTE

Use a tick [√] to indicate whether the sampled pupil's parent has been involved or not, in each of the aspects of parental involvement in your school.

APPENDIX F: A MAP OF RACHUONYO SOUTH SUB-COUNTY



APPENDIX G: LETTER OF RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/21169/18881**

Date: **7th September, 2017**

Collins Odhiambo Oloo
Rongo University
P.O. Box 103-40404
RONGO.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of parental involvement on academic achievement of pupils in public primary schools in Rachuonyo South Sub-County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Homabay County** for the period ending **7th September, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Homabay County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Homabay County.

The County Director of Education
Homabay County.

National Commission for Science, Technology and Innovation (NACOSTI) P.O. Box 30623-00100 NAIROBI-KENYA

APPENDIX H: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MR. COLLINS ODHIAMBO OLOO

of RONGO UNIVERSITY, 80-40332

Kosele, has been permitted to conduct research in Homabay County

on the topic: INFLUENCE OF PARENTAL INVOLVEMENT ON ACADEMIC ACHIEVEMENT OF PUPILS IN PUBLIC PRIMARY SCHOOLS IN RACHUONYO SOUTH SUB-COUNTY, KENYA

for the period ending: 7th September, 2018

Permit No : NACOSTI/P/17/21169/18881

Date Of Issue : 7th September, 2017

Fee Recieved :Ksh 1000



Director General

National Commission for Science, Technology & Innovation

Applicant's Signature

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



REPUBLIC OF KENYA



National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No.A 15652

CONDITIONS: see back page