



INFLUENCE OF PARENTAL INVOLVEMENT ON STUDENT'S ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN WEST POKOT COUNTY, KIPKOMO SUB-COUNTY, KENYA

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Abstract:

This study examined the influence of parental involvement on students' academic performance in public secondary schools in West Pokot in Kipkomo Sub-County, Kenya. Specifically, it assessed the influence of parental provision of learning materials and parental creation of a structured environment on the students' academic performance. Guided by Epstein's Theory of Overlapping Spheres of Influence, the study employed a mixed-methods approach with a convergent parallel design, integrating quantitative and qualitative data from structured questionnaires, in-depth interview guides and focus group discussion guides. The target population consisted of all 48 public secondary schools, 367 teachers, 9470 students and 96 Parent Association members in the sub-county. A sample of 10 schools was selected through stratified and simple random sampling techniques, ensuring representation of different types of schools. From the selected schools, all 10 principals were automatically included in the study. A hundred and ninety-one (191) teachers were included in the study through the stratified and simple random sampling techniques, while 384 students were sampled using the simple random sampling technique. Thirty (30) Parent Association members were selected using a purposive sampling technique. Quantitative data reliability was tested using Cronbach's alpha, while qualitative credibility was ensured through member checks and triangulation. Quantitative data were analyzed descriptively using frequencies and

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percentages, and presented through tables, pie charts, and graphs. Qualitative data were subjected to thematic analysis and presented using narratives and direct quotations. Ethical considerations, including informed consent and confidentiality, were observed. The findings of this study revealed a significant gap between teachers' recognition of the value of parental involvement and the actual experiences of students and parents. Teachers overwhelmingly affirmed that parental provision of learning materials and creation of structured home environments directly enhance learner academic performance. Yet, student responses expose limited parental engagement, with many lacking textbooks, revision guides, quiet study spaces, or consistent routines. The study recommends that policies should institutionalise parental empowerment programs, provide targeted support for learning materials to disadvantaged families, and introduce community-based training on structured parenting.

Keywords: parental involvement, learning materials, structured environment, students' academic performance

1. Introduction

Parental involvement plays a vital role in enhancing students' academic performance in public secondary schools. Engaged parents positively influence their children's education by fostering a supportive and enriching learning environment. This involvement takes various forms, including monitoring academic progress, assisting with homework, attending school events, and maintaining open communication with teachers. Studies have shown that students whose parents are actively involved in their education tend to achieve higher grades, exhibit better attendance, and display more positive attitudes toward school. For instance, a meta-analysis by Fan & Chen (2001) in China, a strong correlation between parental involvement and academic success, indicating that when parents take an active interest in their children's schooling, it leads to improved educational outcomes. Furthermore, effective parent-child communication about school activities and expectations can instill a sense of responsibility and motivation in students, encouraging them to adopt disciplined study habits. By providing resources such as a quiet study space, educational materials, and additional academic support, parents can further enhance their children's learning experiences. Overall, the active participation of parents in their children's education is a key factor in promoting higher academic achievement in public secondary schools.

Globally, the United Nations Educational, Scientific and Cultural Organizations (UNESCO) has emphasized the importance of parental involvement in its Education for All (EFA) initiative and subsequent Sustainable Development Goals (UNESCO, 2022). This was done by highlighting the involvement of parents as key investors, ensuring worldwide quality education for children. The significance of parental involvement was clearly emphasized and delineated in the No Child Left Behind Act. More specifically, schools were instructed to engage families in the education of their children and

encourage the participation of parents in regular, two-way communications involving student academic achievement and various school activities. Due to the pressure from administration applied by partially tying funding of schools to successful parental involvement programs, and the adoption of multiple reforms that incorporate parental involvement as one of their integral parts, schools across the United States have been working on designing and implementing various parental involvement initiatives in the hope of improving student academic performance (Wilder, 2023).

The positive impact of parental involvement is evident across various cultural and socioeconomic contexts. In the USA, for instance, Paulynice (2020) argued that low parental involvement has been found to be a complex problem that impacts negatively on learners' achievement levels as well as affecting education reforms. Many school leaders still find it challenging to get parents involved in their meetings and parental programs that have been organized by the school. Hill & Tyson (2009), in America, found that parental monitoring of academic activities is directly linked to improved academic outcomes. Parents who regularly check their children's homework and progress reports, and who communicate with teachers about their children's performance, can better support their children in addressing academic challenges. This proactive engagement allows parents to intervene early when issues arise, providing necessary support and resources to help their children succeed.

A study conducted in Australia by Pinguart *et al.* (2020) indicated that positive impacts of parental involvement on student academic outcomes have not only been recognized by school administrators and teachers, but also by policy-makers who have interwoven different aspects of parental involvement in new educational initiatives and reforms (Pinguart *et al.*, 2020). The major notion of parent involvement is that parents know what they want for their children and, thereby, should be involved in the school's activities. However, these parental involvements are limited to middle-class families, and this is due to their financial status, which affects their academic performance.

In Norway, Schmid and Garrels (2021) highlighted the importance of parents getting involved in school events, as this type of parental commitment is associated with learners' educational achievement, engagement, and motivation. However, high parental expectations may enhance learner motivation and expectations, boost the learner's academic self-efficacy, foster other dimensions of parental involvement in schooling (for example, the extent and quality of homework support or communication with teachers), and increase students' accomplishments by influencing teachers' perceptions and evaluations of the learner. On the other hand, overly high parental expectations may be experienced as pressure and, thus, undermine achievement motivation and be a cause of achievement-related mental health problems.

Parental involvement plays a crucial role in shaping academic performance in public secondary schools across Africa, where cultural values often prioritize the importance of education and family involvement in children's learning. Research conducted in African contexts underscores the positive influence of parental monitoring on students' academic achievements. For instance, studies by Okpala *et al.* (2001) in

Nigeria have shown that active parental engagement, including monitoring of students' progress, correlates with better academic outcomes and reduced behavioral problems among secondary school students. Similarly, in countries like Tanzania and South Africa, parental involvement in monitoring schoolwork, attending parent-teacher meetings, and providing educational support at home has been linked to improved grades and increased motivation among students.

Parents play a crucial role in their learners' education, and their involvement is generally associated with improved academic performance. However, a significant issue in South African schools is the lack of effective parental engagement, which contributes to high failure rates among learners (Ndwandwe, 2023). Some parents in South Africa have a tendency to move back when it comes to school governance. This is because they maintain that teachers have the necessary skills to lead the school without their support. This is a wrong idea because a school can run smoothly with both teachers and the parents as the clients. Local and international research has shown that the education level of parents and the socioeconomic status have an influence on the involvement of parents in schools (Sibanda, 2021). However, the implementation of the South African Schools Act. No 84 of 1996 (Republic of South Africa, 1996) presented parents with a newfound possibility of actively being involved in their learner's education and in school governance through mandatory parent representation on school-governing bodies (Sibanda, 2021). The researcher believes that when parents are actively involved in the learning process, this improves academic performance. The study made the readers aware that not only teachers but also parents should be involved in school learning activities for the learners.

In Tanzania, according to Omari *et al.* (2023), public schools and some of the private schools in the country, including those in Dar es Salaam, Morogoro and Kagera, perform poorly in national examinations. Among the reasons cited are lack of discipline, drug use, misbehavior among students and low parental involvement in their learners' schooling. Studies on parental involvement in their children's schooling were mostly concentrated on specific topics such as the contribution of parents to the academic performance of learners in schools, factors which hinder involvement of parents in learners' education and the impact of parental involvement on learner discipline in school (Omari *et al.*, 2023). This study believes that parents can be involved in their academic exercises by discussing school events and activities, which can also include volunteering their time at school by attending meetings and reviewing learners' assignments.

In Kenya, parental involvement in learners' progress in public secondary schools significantly impacts academic performance, reflecting broader cultural values that emphasize the importance of education and family involvement in children's schooling. Research conducted in Kenya highlights the positive influence of parental monitoring on students' academic outcomes. For instance, studies by scholars such as Orodho (2009) and Ng'ethe, Mukuria, and Mbatia (2013) have demonstrated a strong correlation between parental involvement, including monitoring of schoolwork and communication

with teachers, and improved academic performance among secondary school students in Kenya. Parents who actively engage in monitoring their children's progress tend to foster a supportive learning environment that encourages academic achievement and overall well-being.

A study by Dingili *et al.* (2023) in Kaimosi, Kenya, investigated more about the CBE activities that call for parental involvement, how parents feel about this expectation, how instructors view CBE, and the difficulties they encountered in implementing it. Findings did not adequately justify the great challenge facing CBE implementation due to a lack of parental support or provision of learning materials, but they did inform the researcher on the duty of parents to work as co-educators with teachers and providers of learning materials for practical subjects. The prohibitive cost of these materials is unquestionably a contributing factor to these difficulties experienced by families. The researcher believes that parents need to be sensitized through community awareness programme and media campaigns to know their roles and responsibilities, which would curb resistance to change by stakeholders.

Local researchers in West Pokot County have also contributed significantly to understanding the impact of parental involvement on students' academic performance. Nyongesa (2016) examined the correlation between different forms of parental involvement and students' academic outcomes. The research found that students whose parents were actively involved in their education, particularly through monitoring homework and attending school meetings, tended to perform better academically. Nyongesa recommended that schools should foster more robust communication channels to encourage greater parental participation. On the other hand, Mutai and Kimosop (2018) highlighted that parental involvement in school activities, such as attending PTA meetings and school events, was significantly correlated with improved student performance. Their research emphasized that schools should create more opportunities for parents to engage with the school environment and collaborate on educational initiatives.

Parental involvement plays a pivotal role in shaping students' academic performance, yet in public secondary schools in West Pokot County, Kipkomo Sub-County, this influence remains inadequately understood and inconsistently harnessed. Many students continue to underperform academically, raising concerns about the level and effectiveness of parental engagement. Specifically, there was a need to examine how parental provision of essential learning resources and the creation of a structured home environment contribute to learners' academic outcomes. This study was therefore necessary to explore the depth and impact of these variables in the local context, identify existing gaps, and inform strategies for enhancing parental involvement as a means of improving student performance in public secondary schools.

2. Statement of the Problem

Despite significant efforts by the government and educational stakeholders to improve the quality of education in West Pokot County, Kipkomo Sub-County, many students in public secondary schools continue to underperform academically. According to Makokha (2020), this persistent issue raises concerns about the underlying factors contributing to poor academic outcomes. One critical factor that has garnered attention is the level of parental involvement in their children's education.

Notwithstanding the recognized importance of parental involvement in education, many parents in Kipkomo Sub-County exhibit minimal engagement in their children's academic lives. This includes limited participation in school meetings, insufficient monitoring of homework, and a lack of communication with teachers (Surum, Kiaritha & Mulambula, 2022). Such disengagement is not unique to this region; studies in other Kenyan counties have highlighted similar patterns. For instance, research in Makueni County revealed that while some parents attend academic clinics and PTA meetings, few take the initiative to consult teachers about their children's progress, often relying on school administration prompts (Orange *et al.*, 2022).

The consequences of this lack of involvement are significant. In Kilifi County, a study done by Kabugu and Olendo (2024) found a positive correlation between parental involvement and student performance in biology, indicating that increased parental engagement could enhance academic outcomes. Similarly, in Bungoma County, Wanjala and Kirwa (2024) found out that weak parental engagement, particularly in activities like homework monitoring and motivation support, was associated with low student performance.

In Kipkomo Sub-County, the absence of active parental participation may contribute to declining academic standards, increased dropout rates, and diminished student motivation. Addressing this issue was crucial for improving educational outcomes and ensuring that students receive the support necessary for academic success.

3. Research Objectives

The study was guided by the following objective:

- 1) To find out the influence of parental provision of learning materials on the students' academic performance in public secondary schools in County West Pokot in Kipkomo sub-county, Kenya.
- 2) To explore the influence of parental creation of a structured environment on the students' academic performance in public secondary schools in West Pokot County in Kipkomo sub-county, Kenya.

4. Theoretical Framework

This study was grounded in Epstein's Theory of Overlapping Spheres of Influence, which posits that optimal student development occurs when schools, families, and communities work collaboratively to support learning. The theory identifies multiple dimensions of parental involvement—such as communication with educators, support for learning at home, and active participation in school-related activities—as critical factors influencing academic outcomes. By employing this framework, the study sought to investigate the extent to which parental engagement contributes to the academic performance of students demonstrating low achievement. Joyce L. Epstein's Theory of Parental Involvement, developed in the late 1980s and refined throughout the 1990s and early 2000s, offers a comprehensive model for understanding the shared responsibility of families, schools, and communities in fostering student success. In practice, Epstein's theory has proven to be a valuable guide for schools aiming to strengthen parental engagement and student achievement. For instance, a school that hosts parenting workshops, maintains open communication through digital platforms, invites parental input in decision-making, and partners with local organizations is effectively implementing the six types of involvement. The model not only promotes inclusive and equitable participation but also shifts the perception of parents from passive observers to active collaborators in the learning process. Ultimately, Epstein's theory underscores that when schools, families, and communities work together with mutual trust and shared goals, students benefit from a more holistic and supportive learning environment. This framework continues to influence educational policies and practices worldwide, reinforcing the importance of sustained and strategic partnerships in promoting student success.

5. Literature Review

5.1 Parental Provision of Resource Materials and the Learner's Academic Performance

Parental provision of resource materials refers to the act of parents supplying educational tools and materials—such as textbooks, exercise books, reading aids, internet access, and stationery—that support their children's learning at home and school. These resources help students complete assignments, enhance understanding, and reinforce classroom learning. Access to such materials fosters independent study, improves academic preparedness, and boosts performance. When parents invest in educational resources, it demonstrates the value they place on education, which positively influences learners' motivation and outcomes.

Scholars indicated that the availability and utilisation of learning and teaching resources improve learner academic achievement. For instance, Dini *et al.* (2019) conducted their research in Indonesia, focusing on vocational high school learners to examine how parental attention, educational background and learning resources affect learners' academic achievement. The authors found that the provision of learning

materials by the parents had a positive effect on learners' academic achievement. However, the study did not consider the views of principals. This omission of principals' views could potentially impact the study's findings and suggests a need for further research.

Similarly, Koršňáková, and Štefánik (2019) conducted research in Europe to explore the association between learner achievement in mathematics and parental involvement. The authors supported the claim that having access to and utilizing educational resources enhances learners' academic achievement. The authors established a linear regression model using data from the 2015 TIMSS examination, which included 18 European countries. The findings showed that learners who have access to more learning resources tend to perform better in mathematics. This study adds to our understanding of factors affecting academic achievement; however, further study in varied geographical settings was needed to assess how local factors may affect the application of the findings.

Furthermore, a case study conducted in Rwanda and South Africa by Milligan *et al.* (2019) to explore the role of learning and teaching support materials (LTSM) in enabling learning for all revealed that teaching and learning resources enhance achievement. The authors worked on a research project related to LTSM in both countries and organized a series of workshops, meetings and interviews to identify barriers to effective use of LTSM in the contexts of the two countries. The study included learners and teachers from selected public and private schools and teachers' training colleges. Findings from both national contexts indicated that the use of LTSM can lead to better learner engagement, higher quality teaching practices, and more positive learning outcomes. Although the investigation aimed to examine the accessibility and efficacy of teaching and learning resources in enhancing academic achievement, principals were noticeably excluded from the study. This exclusion may have an impact on the study's findings, as principals play an important role in education and can offer valuable insight. Addressing this gap could provide a more holistic understanding of the educational environment. As a result, this study sought to incorporate principals' perspectives by including them as key participants.

Moreover, a study carried out by Ssenkasi and Ssali (2023) among selected primary schools in Kyotera town, Uganda, sought to examine the relationship between parents' provision of scholastic materials and learners' academic achievement. The researchers utilized a cross-sectional survey design that incorporated both qualitative and quantitative approaches to gather the required information. Teachers and head teachers took part in the study. Following a thorough investigation, the study's findings revealed a positive correlation between parents' provision of scholastic materials and learners' academic achievement.

Limited support of parents in providing teaching and learning resources, on the other hand, can have an impact on the effectiveness of the educational process. This fact is supported by Alehegn (2020), who performed research on the implementation of School Improvement Programs (SIP) in primary schools in Addis Ababa, Ethiopia. The

study aimed to investigate the practices and challenges related to implementing school improvement programs, particularly in primary schools. Similarly, the investigation used a mixed-method approach. The target population of the study included teachers, SIP committee members, principals, PTA members, and learners from 13 government primary schools in Addis Ababa. The study demonstrated that among the issues affecting the efficacy of implementing school improvement programs are a lack of facilities for instruction and learning, as well as a lack of family support. However, the absence of a clear conceptual framework with practical implications in the study may weaken the coherence and applicability of its findings. A conceptual framework plays a crucial role by outlining essential concepts, variables, and their relationships, thereby guiding the research and linking the findings to broader theoretical and practical contexts. In order to address this gap, this investigation utilized visual representations, such as diagrams, to enhance clarity and help readers better grasp the relationships within the conceptual framework.

Amunga *et al.* (2020) also confirmed that the availability of required facilities and teaching materials is crucial for the effective learning and teaching process. The authors aimed to investigate the rapport between teachers and parents in the context of the success of the competence-based curriculum (CBC) in Kenya. They carried out an exploratory study utilizing a qualitative approach. The authors involved 56 participants, including primary school parents, teachers and principals. The results indicated that it is essential for parents to work together with teachers as partners in education and provide learning resources in order to ensure the successful implementation of CBC and increased academic achievement. Although the study provides some insights, questions concerning the representativeness and generalisability of the results may arise due to the small sample size of 56 participants. To close this gap, this study used a larger and more diverse sample to enhance reliability and validity, allowing for stronger conclusions that can be generalised to the entire population.

5.2 Parental Creation of a Structured Environment and Academic Performance

Parental creation of a structured environment involves establishing consistent routines, quiet study spaces, and clear rules that support focused learning at home. This includes setting specific times for homework, limiting distractions like TV or phones, and promoting time management. A structured environment helps learners stay organized, reduces academic stress, and improves concentration. When parents consistently guide and support these habits, it fosters discipline and responsibility in students. Such an environment is strongly linked to improved academic performance and overall educational success.

In Germany, Kristina Lindemann (2023) conducted a study on the Family structure transitions and educational outcomes. The research indicates that little is known about how the effect of family structure transitions on educational outcomes depends on the education of parents and stepparents, and there has been limited empirical research into the mechanisms that explain heterogeneity in the effects of family transitions. The

researcher used longitudinal data from the German Socio-Economic Panel and models with entropy balancing and sibling fixed effects.

The findings underscore the importance of considering the stepparent's educational level, indicating that the adverse consequences of parental separation on educational outcomes are mitigated when a highly educated stepfather becomes part of the family. Overall, the findings align more closely with the resource perspective than the family stability perspective. This study is different because it did not focus on single parenthood, thus creating a gap in the parental creation of a structured environment on the academic performance, in West Pokot County Kipkomo sub-county, Kenya. The study applied a mixed-method approach for comprehensive findings.

In Nigeria, Abayomi (2023) carried out a study on the influence of home environment on the academic performance of pupils in the Isolo Local Government Area of Lagos State. The study thus examined various factors which were likely to enhance the academic achievement of the pupils. The study found that parental socio-economics, parental level of education, parental motivation, parental income and stability at home all have a bearing on the academic performance of children at the primary school level. Consequently, suggestions were made for better enhancement of the academic performance of the children. However, there was no significant relationship between the influences of the home environment on the academic performance of pupils in the Isolo local government area of Lagos state. Therefore, this study explored parental creation of a structured environment on the academic performance in West Pokot County Kipkomo sub-county, Kenya.

In Kenya, Ndungu (2015) conducted a case study on the role of family structure and parenting on the academic performance of teenage children in Embakasi. Study sought to examine the role of family structure and parenting on the academic performance of teenage children, to establish the types of family structure, to identify the characteristics of different types of family structure, to examine the relationship between family structure and school related activities among teenagers, to establish the effect of family structure on academic performance of teenagers and to examine how family structure in relation to socio-economic status influence the academic performance of teenagers. This research study used a descriptive research design. The target population of this study was 385 3rd-year students and teachers in the four public secondary schools. The study found that there was an association between socio-economic status and parenting and the academic performance of students in secondary schools. Family structure influences self-esteem, class concentration, parental support, school attendance, tardiness, and parent-teenager relationships among teenagers. The study also revealed that school fees payments, healthy cognitive and social development and the provision of good uniform (clothing) influence the academic performance of the teenagers significantly. Recommendation of the study was that various stakeholders in the education sector need to come up with strategies to identify the various backgrounds of different students in their schools. This may enable them to understand clearly the nature of each student and thus be able to handle them with ease and appropriateness so as not

to hamper the educational progress. In addition, there is also a need for guidance and counseling processes in the public secondary schools. The main role of these counseling sessions may be to encourage and motivate the students to see beyond their limitations and put more focus on the future through persistence and determination in their education. Nevertheless, the views of the principals were left out in the study. In this study, in order to bridge this gap, the researcher purposely engaged the principals in order to get their views on parental creation of a structured environment and the academic performance of students in public secondary schools in West Pokot County in Kipkomo sub-county.

6. Research Methodology

The study employed a mixed-methods approach with a convergent parallel design, integrating quantitative and qualitative data from structured questionnaires, in-depth interview guides and focus group discussion guides. The target population consisted of all 48 public secondary schools, 367 teachers, 9470 students and 96 Parent Association members in the sub-county. A sample of 10 schools was selected through stratified and simple random sampling techniques, ensuring representation of different types of schools. From the selected schools, all 10 principals were automatically included in the study. A hundred and ninety-one (191) teachers were included in the study through the stratified and simple random sampling techniques, while 384 students were sampled using the simple random sampling technique. Thirty (30) Parent Association members were selected using a purposive sampling technique. Quantitative data reliability was tested using Cronbach's alpha, while qualitative credibility was ensured through member checks and triangulation. Quantitative data were analyzed descriptively using frequencies and percentages, and presented through tables, pie charts, and graphs. Qualitative data were subjected to thematic analysis and presented using narratives and direct quotations.

7. Research Findings

7.1 Parental Provision of Learning Materials on the Students' Academic Performance

The study aimed to assess how parental provision of learning materials influences academic performance in public secondary schools in Kipkomo Sub-County, West Pokot County. Teachers and students were asked to indicate their opinions on a five-point scale, as shown in Table 5, which included the following options: Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA).

Table 1: Parental Support on Study Habits and Academic Performance

Statement					
Teachers (N=191)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Most parents regularly follow up on their children's academic progress.	6 (3.1%)	10 (5.2%)	25 (13.1%)	80 (41.9%)	70 (36.6%)
Students with supportive parents tend to have better study habits.	2 (1.0%)	5 (2.6%)	15 (7.9%)	90 (47.1%)	79 (41.4%)
Parental encouragement motivates learners to complete assignments on time.	3 (1.6%)	6 (3.1%)	20 (10.5%)	85 (44.5%)	77 (40.3%)
Learners whose parents show interest in their education perform better.	2 (1.0%)	5 (2.6%)	18 (9.4%)	88 (46.1%)	78 (40.8%)
Lack of parental support leads to poor time management in students.	5 (2.6%)	7 (3.7%)	22 (11.5%)	85 (44.5%)	72 (37.7%)
Parents' involvement in setting study routines helps students focus.	4 (2.1%)	8 (4.2%)	20 (10.5%)	86 (45.0%)	73 (38.2%)
Most parents provide a conducive environment for studying at home.	8 (4.2%)	15 (7.9%)	35 (18.3%)	80 (41.9%)	53 (27.7%)
Students whose parents provide academic resources (e.g., books, internet) perform better.	3 (1.6%)	6 (3.1%)	18 (9.4%)	90 (47.1%)	74 (38.7%)
Teachers observe improved classroom participation from students with strong parental support.	2 (1.0%)	7 (3.7%)	20 (10.5%)	88 (46.1%)	74 (38.7%)
Parental involvement in school activities correlates with students' academic success.	3 (1.6%)	6 (3.1%)	19 (9.9%)	87 (45.5%)	76 (39.8%)
Students (N=350)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My parent(s)/guardian(s) encourage me to have a regular study timetable.	35 (10.0%)	50 (14.3%)	60 (17.1%)	110 (31.4%)	95 (27.1%)
My parent(s)/guardian(s) remind me to study or revise at home.	40 (11.4%)	55 (15.7%)	65 (18.6%)	100 (28.6%)	90 (25.7%)
My parent(s)/guardian(s) limit distractions (TV, phone, etc.) during study time.	45 (12.9%)	60 (17.1%)	70 (20.0%)	90 (25.7%)	85 (24.3%)
My parent(s)/guardian(s) help me manage my time effectively for studies.	30 (8.6%)	50 (14.3%)	60 (17.1%)	110 (31.4%)	100 (28%)
My parent(s)/guardian(s) talk to me about setting academic goals.	25 (7.1%)	45 (12.9%)	70 (20.0%)	120 (34.3%)	90 (25.7%)
My parent(s)/guardian(s) praise or reward me when I perform well academically.	20 (5.7%)	30 (8.6%)	60 (17.1%)	130 (37.1%)	110 (31%)

The results from Table 5 clearly show that teachers overwhelmingly acknowledge the critical role of parental support in shaping students' academic habits. For example, 41.9% of teachers agreed and 36.6% strongly agreed that most parents regularly follow up on their children's academic progress. However, from the students' side, only 31.4% agreed and 27.1% strongly agreed that their parents encourage them to maintain regular study

routines. This discrepancy suggests a possible overestimation by teachers or a lack of consistent follow-through by parents. A parent from the focus group discussion explained, *"We know it is important, but we don't always get time to sit and ask about every test. Sometimes we assume the children will just tell us if something is wrong."* This aligns with findings by González-DeHass *et al.* (2023), who argue that parental engagement boosts student motivation and accountability, even when parents feel time-constrained.

When asked whether students with supportive parents tend to have better study habits, an overwhelming 88.5% of teachers (47.1% agreed and 41.4% strongly agreed) supported this view. Interviews with principals reinforced this. One noted, *"When we call in parents who support their children, you can see it in the child's behaviour. They are focused and take their work seriously."* These findings resonate with Fan and Chen (2020), whose research revealed a direct positive correlation between parental involvement and students' intrinsic motivation and discipline.

In terms of assignment completion, 84.8% of teachers agreed (44.5%) and strongly agreed (40.3%) that parental encouragement plays a key role. However, student responses showed only 54.3% agreement (28.6% agreed and 25.7% strongly agreed). This disparity reflects common real-life limitations. As one parent noted, *"There are days we remind them to read, but sometimes we are too busy or tired after work."* Epstein *et al.* (2019) support this by asserting that consistent encouragement, even when practical help is minimal, can significantly improve academic persistence and homework completion.

The belief that parental interest directly impacts student performance was strongly affirmed by 86.9% of teachers, with 46.1% agreeing and 40.8% strongly agreeing. This high level of consensus among educators indicates that teachers consistently observe a clear correlation between parental involvement and learner achievement. When parents express genuine interest in their child's education by asking about their day, checking homework, or attending school meetings, the student often feels valued and motivated to perform well. This was reinforced during interviews with school principals. One principal shared:

"You can almost predict a learner's performance by how involved their parent is. When a parent takes time to ask questions, attend school events, or even just encourages the child, that learner walks with confidence. They know someone is cheering them on." (Principal 9, 29/8/2025).

Another principal emphasized that children need to know their parents care about school. The principal continued to say that when they do, the children become responsible and strive to make their parents proud. Such involvement fosters a sense of accountability and emotional security in children. Studies like that of Gonzalez-DeHass *et al.* (2023) confirm that when parents demonstrate consistent interest, students develop stronger internal motivation, are more likely to set goals, and tend to adopt positive study habits. In contrast, lack of parental interest can result in diminished enthusiasm, lower self-esteem, and reduced effort in schoolwork.

Time management emerged as a particularly significant factor influencing academic performance, as indicated by the responses of both teachers and students. A combined 82.2% of teachers (44.5% agreed and 37.7% strongly agreed) stated that poor time management among learners is often linked to low parental involvement. This underscores the importance of parental guidance in helping children structure their daily routines, balance chores and study, and prioritize school responsibilities. Interestingly, 59.4% of students (31.4% agreed and 28.0% strongly agreed) reported that they do receive help from their parents or guardians in managing study time. However, this leaves a substantial portion, over 40%, who either did not receive such support or were unsure. This discrepancy suggests that while many parents attempt to help, the quality or consistency of that support may vary greatly. During focus group discussions, the challenges faced by families in marginalized contexts were candidly expressed. One parent explained, *"Our homes are small, and there's always noise or chores. Even when we want to help, it's hard to create that quiet space."* This highlights the reality that parental support is not solely a matter of willingness, but also of environmental and economic feasibility. Nakamura (2024) emphasizes that spatial constraints, such as a lack of dedicated study areas and socio-economic limitations, often prevent even motivated parents from providing the necessary structure and environment. Many live in single-room dwellings shared by multiple family members, where distractions are constant and study space is a luxury.

The role of structured study routines in enhancing academic performance received strong endorsement from teachers, with a significant 83.2% (45.0% agreed and 38.2% strongly agreed) affirming that students who follow regular routines are more focused and disciplined in their academic work. These findings underscore the importance teachers place on home-based structure in shaping learners' habits and mental readiness for learning. However, a contrast emerged in the students' responses, with only 58.5% of them reporting receiving support from their parents or guardians in establishing study routines. This suggests a gap between the ideal and the actual support learners receive at home, possibly due to varying household dynamics, economic pressures, or lack of awareness on the part of parents regarding how to create and sustain effective routines. Mih (2013) supports this observation by asserting that structured learning environments at home are instrumental in nurturing learners' task-oriented behavior and attention control. According to Mih's research, when children grow up with predictable schedules and consistent expectations, they develop the self-regulation skills necessary for academic success. Such skills include the ability to concentrate for extended periods, resist distractions, and plan work in advance; core competencies needed in every educational setting.

When it comes to the provision of academic materials, 85.8% of teachers (47.1% agreed and 38.7% strongly agreed) affirmed a positive impact. Yet, only 68.1% of students (37.1% agreed and 31.0% strongly agreed) said they receive learning materials, praise or rewards when they perform well in school. Some students mentioned that even excellent performance often goes unrecognized. Research by González-DeHass *et al.* (2023) shows

that recognition, no matter how small, contributes to students' academic resilience. 85.8% of teachers believed that strong parental support boosts classroom participation. A principal during the interview remarked that students who receive strong parental support are confident and ask questions. They don't fear being wrong because they know they're supported by their parents. Fan and Chen (2020) confirm that such environments promote cognitive confidence and risk-taking in learning.

The final item in Table 5 further emphasizes the crucial role of parental involvement in school activities in fostering academic success. A remarkable 85.3% of teachers (45.5% agreed and 39.8% strongly agreed) confirmed that when parents participate in school-related functions such as meetings, academic days, or volunteering, there is a noticeable improvement in students' performance. This strong consensus reflects teachers' on-the-ground experiences with learners who benefit from engaged and visible parental figures in their educational environment.

However, the students' responses and qualitative findings paint a more complex picture. Many learners appeared unaware of their parents' participation in school events. This disconnect is captured in a statement from a parent during a focus group discussion, *"I attend meetings when I can, but my child doesn't always know. We never talk about it because I come late or tired."* This honest admission reveals a communication gap between home and school, where parental presence may occur, but its impact is diminished if it is not shared, reinforced, or discussed with the child. This scenario echoes the findings of Epstein (2019), who stressed that effective parental involvement must be two-way and inclusive of the learner. It is not enough for parents to show up physically at school events; their participation needs to be communicated and interpreted meaningfully by the child. Children who are made aware that their parents are actively involved tend to feel valued, supported, and more motivated to perform well in school.

Furthermore, this situation underscores the importance of schools fostering stronger home-school communication channels. If parents attend events but fail to discuss them with their children, or if children feel detached from the school-family partnership, the motivational benefits of parental involvement are lost. For involvement to translate into performance, it must be visible, intentional, and made relevant to the learner's daily academic experience.

7.2 Parental Creation of a Structured Environment on the Students' Academic Performance

The study aimed to assess how parental creation of a structured environment influences students' academic performance in public secondary schools in Kipkomo Sub-County, West Pokot County. Teachers and students were asked to indicate their opinions on a five-point scale, as shown in Table 6, which included the following options: Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA).

Table 2: Parental Creation of Structured Environment and Learners' Academic Performance

Statement					
Teachers (N=191)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Parents who establish regular homework routines at home positively influence learners' academic performance.	2 (1.0%)	5 (2.6%)	18 (9.4%)	85 (44.5%)	81 (42.4%)
Consistent parental enforcement of household rules helps learners develop discipline in their studies.	3 (1.6%)	6 (3.1%)	15 (7.9%)	84 (44.0%)	83 (43.5%)
Learners perform better when parents create a quiet and organized study space at home.	2 (1.0%)	7 (3.7%)	20 (10.5%)	80 (41.9%)	82 (42.9%)
Parental regulation of screen time contributes to better academic outcomes for learners.	4 (2.1%)	8 (4.2%)	22 (11.5%)	78 (40.8%)	79 (41.4%)
Learners from homes with daily schedules tend to be more focused and responsible in their schoolwork.	5 (2.6%)	9 (4.7%)	20 (10.5%)	80 (41.9%)	77 (40.3%)
A structured home environment leads to better time management skills in learners.	2 (1.0%)	6 (3.1%)	18 (9.4%)	83 (43.5%)	82 (42.9%)
Teachers notice improved classroom behavior from learners who come from well-structured home environments.	3 (1.6%)	8 (4.2%)	22 (11.5%)	79 (41.4%)	79 (41.4%)
Academic achievement improves when parents provide clear expectations for school performance.	3 (1.6%)	7 (3.7%)	20 (10.5%)	81 (42.4%)	80 (41.9%)
A lack of parental structure at home negatively affects learners' ability to complete assignments on time.	4 (2.1%)	6 (3.1%)	19 (9.9%)	82 (42.9%)	80 (41.9%)
Parental consistency in routines (e.g., bedtime, study time) enhances learners' academic engagement.	3 (1.6%)	5 (2.6%)	17 (8.9%)	84 (44.0%)	82 (42.9%)
Students (N=350)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My parent(s)/guardian(s) provide a quiet and well-lit place for me to study.	40 (11.4%)	50 (14.3%)	60 (17.1%)	110 (31.4%)	90 (25.7%)
There is a regular daily routine at home that supports my study and homework time.	45 (12.9%)	55 (15.7%)	50 (14.3%)	115 (32.9%)	85 (24.3%)
My parent(s)/guardian(s) set clear expectations about when and how I should study at home.	50 (14.3%)	45 (12.9%)	55 (15.7%)	120 (34.3%)	80 (22.9%)
My parent(s)/guardian(s) ensure that home chores do not interfere with my study time.	42 (12.0%)	52 (14.9%)	58 (16.6%)	110 (31.4%)	88 (25.1%)
My parent(s)/guardian(s) limit social visits or outings when I need to focus on schoolwork.	38 (10.9%)	48 (13.7%)	60 (17.1%)	115 (32.9%)	89 (25.4%)
My home environment helps me stay organized with my school materials and assignments.	36 (10.3%)	50 (14.3%)	58 (16.6%)	110 (31.4%)	96 (27.4%)

The findings in Table 6 strongly highlight the vital role that structured home environments play in shaping learners' academic performance, as perceived by both teachers and students. A remarkable 86.9% of teachers (44.5% agreed and 42.4% strongly agreed) stated that parents who establish regular homework routines positively influence learners' academic outcomes. This finding reinforces existing literature, such as that by González-DeHass *et al.* (2023), which asserts that when parents engage in consistent academic routines, learners display improved homework completion rates and academic discipline. However, only 57.1% of students (32.4% agreed and 25.7% strongly agreed) affirmed that they have a quiet and well-lit place to study, pointing to possible socio-economic challenges that affect the creation of such ideal environments at home.

Consistent parental enforcement of household rules was also considered a strong contributor to learners' discipline, with 87.5% of teachers (44% agreed and 43.5% strongly agreed) affirming this. One principal emphasized during interviews, *"It's not about being strict, it's about being consistent. The students who follow rules at home are the same ones who follow school routines."* Students partially confirmed this notion, with 58.6% (31.4% agreed and 25.1% strongly agreed) that their parents prevent chores or visits from interfering with study time. This suggests that although students do experience structured environments to some extent, full alignment between school and home expectations is still a work in progress.

Teachers also attributed academic improvement to a quiet and organized home study space, with 84.8% of teachers (41.9% agreed and 42.9% strongly agreed) with the statement. In support of this, a parent remarked during focus group discussions, *"We live in a small house, but we've made a corner where our son does his homework. We all try to keep it quiet at that time."*

Another parent noted that:

"Our house is very small and busy, but we've agreed as a family that from 7 to 8 p.m., the TV goes off. That one hour is for reading only. It's not perfect, but at least it gives some discipline" (Parent 20, 5/9/2025).

Yet another parent had this to say:

"I don't have a separate room for studying, but I've set up a small table in the corner. When my daughter sits there, everyone knows not to disturb her. Even the younger siblings have learned to play quietly or go outside during that time" (Parent 16 5/9/2025).

These statements highlight the willingness of parents to create a supportive environment, even under limited conditions, demonstrating that structure and discipline are possible with cooperation and commitment. Students echoed this, with the majority of them (31.4%) agreeing that they have a suitable study environment. This qualitative feedback aligns with Fan and Chen (2020), who emphasize that space dedicated to learning boosts concentration and performance.

Regulation of screen time was another key theme, with 82.2% of teachers (40.8% agreed and 41.1% strongly agreed) affirming its contribution to academic success. This is corroborated by 32.9% and 25.4% of students who agreed and strongly agreed, respectively, that their parents limit distractions. During the focus group discussion, one parent further supported these findings when he explained that, *"When it's homework time, no phone or TV. They know it's serious time."* These actions, though basic, are critical in shaping learners' attention span and academic focus, as argued by Epstein *et al.* (2019).

The presence of daily schedules at home was also positively rated, with 82.2% of teachers (41.9% agreed and 40.3% strongly agreed) that it leads to improved student responsibility. Students confirmed this with the majority (32.9%) strongly agreeing that they have a regular daily routine for study. Such routines contribute to time awareness and task commitment. This aligns with research from *Frontiers in Psychology* (2024), which showed that structured home routines significantly improve adolescents' academic engagement and executive functioning.

Moreover, 86.4% of teachers (43.5% agreed and 42.9% strongly agreed) that structured home environments enhance time management. During the interview with the principals, one principal observed, *"Students from routine-oriented homes are usually punctual and better at submitting assignments on time."* This aligns with 58.8% of students reporting that their home environments help them stay organized with assignments. Clearly, where structure is lacking, students struggle with deadlines and planning.

Classroom behavior was also observed to improve with home structure by 82.8% of teachers (41.4% agreed, 41.4% strongly agreed). This significant level of consensus reflects educators' real-life experience with learners and underscores how parental influence reaches beyond academic tasks into behavioral domains. Principals interviewed for the study also strongly supported this finding. One principal noted, *"You can almost always tell the difference. The students who come from homes with routines-those where rules are followed and responsibilities are shared tend to listen more, participate actively in class, and rarely cause discipline issues."* This statement suggests that the benefits of structure at home ripple into the classroom, leading to better concentration, cooperation, and emotional regulation in learners. These observations are well-supported by Mih (2013), who emphasized that consistency in household expectations and routines helps develop children's self-regulation skills. Students from well-structured homes are more likely to follow instructions, delay gratification, and remain focused during lessons.

Furthermore, such home-based discipline prepares learners to navigate the school's structured environment more effectively. Teachers can focus more on instruction rather than behavior management, and students can engage meaningfully with their studies. As classroom participation improves, academic outcomes naturally follow, reinforcing the vital connection between home discipline and school performance.

On the issue of parental expectations, 84.3% of teachers (42.4% agreed and 41.9% strongly agreed) affirmed that clear guidance at home leads to better academic outcomes. In student responses, 57.2% agreed that their parents set expectations about study time. These findings are echoed by González-DeHass *et al.* (2023), who found that student

motivation rises when academic goals are clearly communicated and reinforced at home. Still, 42.8% of students were either neutral or disagreed, pointing to a gap that schools could help bridge through parent education programs.

Regarding timely assignment completion, 84.8% of teachers (42.9% agreed and 41.9% strongly agreed) observed that lack of parental structure negatively affects performance. A parent during focus group discussions said, *"We don't have any schedule, and my daughter keeps forgetting to do her homework. Once we start a routine, things change."* This aligns with students' perception that chores or distractions sometimes interfere with study time unless managed actively.

Finally, 86.9% of teachers (44% agreed and 42.9% strongly agreed) and 32.9% of students agreed that consistent routines like bedtime and study schedules enhance learners' engagement with schoolwork. These practices serve not only to organize time but to communicate the importance of academic responsibilities. Research supports this, showing that students with predictable routines develop better concentration and reduced anxiety around school tasks (Nakamura, 2024). Both quantitative and qualitative findings underscore the essential role of structured environments in supporting students' academic success. While many parents are making efforts, significant room remains for improvement, particularly in socio-economically challenged households where space, time, and awareness may be limited.

8. Conclusions and Recommendations

The study made the following conclusions and recommendations based on the research findings:

Regarding the role of parental provision of learning materials in enhancing academic performance, this study confirms a critical truth: academic success does not depend solely on classroom instruction, but also on the learning environment and resources available at home. While teachers strongly affirm the positive impact of parental provision of textbooks, revision guides, and stationery, many students report not having access to these essential tools. Regarding parental creation of structured environment and learners' academic performance, this study confirms that a structured home environment is a cornerstone of academic success. When parents set clear expectations, enforce daily routines, and limit distractions, learners develop stronger habits of discipline, time management, and focus. These skills not only improve academic performance but also enhance classroom behavior and emotional regulation. Teachers and principals overwhelmingly agree that the ripple effects of home structure extend far beyond homework; they shape the learner's readiness to engage, cooperate, and succeed in school.

The study recommends that education policymakers should formally incorporate structured parent empowerment programs within the national framework for basic education. These programs should be tailored to equip parents, especially those in rural or low-literacy contexts, with the necessary knowledge and tools to support their

children's academic development. Such initiatives could include simplified orientation manuals, community-based learning hubs, and mobile outreach units that bridge the gap between home and school. In response to the significant disparities highlighted in the study, educational policymakers should design and implement a targeted support program that ensures essential learning materials, such as textbooks, revision guides, and stationery, reach students from low-income families. The Ministry of Education, through its basic education framework, should formally introduce community-based training modules that promote structured parenting for learning. These modules should be embedded into adult education programs or parenting outreach services, equipping parents with culturally and economically appropriate strategies for establishing daily routines, managing distractions, and creating a conducive study environment using available resources.

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Conflict of Interest Statement

As authors of this journal article entitled, *The Influence of Parental Involvement on Students' Academic Performance in Public Secondary Schools in West Pokot in Kipkomo Sub-county, Kenya*, have no conflicts of interest to declare. We have all seen and agreed with the contents of the manuscript, and there is no financial interest to report. We certify that the submission is original work and is not under review by any other publication.

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