

AN ASSESSMENT OF THE INFLUENCE OF SCHOOL BASED PARENTAL ENGAGEMENT ON STUDENTS' ACADEMIC PERFORMANCE

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ABSTRACT

The paper examined the influence of parental engagement on the academic performance of students in public day Secondary schools. Specifically, the study intended to determine the extent to which school based parental engagement influences Students' academic achievements in Bungoma County, Kenya. The study was guided by the Epstein Theory of Parental Involvement. The paper utilized cross sectional survey and a phenomenological design. Both primary and secondary data were collected. Primary data was collected using questionnaires, interview schedules and Discussion groups. Secondary data was collected using document analysis. The study targeted a student population of 4557 and 255 key respondents who included 120 form 4 class teachers, parent representatives and 15 principals. The study sample frame included 368 students, 15 class teachers, 15 r parent representatives and 5 principals. The paper utilized a multivariate sampling technique which included purposive, proportionate and simple random sampling. Validity was checked through consultation with experts. The reliability coefficient for variables measuring school-based parental engagement and student's academic performance were 0.953 and 0.910 respectively. Pilot study was done in three schools in the Bungoma Central Sub-County which have similar characteristics. SPSS version 23 was used to analyze quantitative data. The study results revealed that parental involvement correlates highly with academic performance. The study concluded that if parents worked in support of their children education, their children academic endeavours would improve significantly. The paper recommends a need for parents to support students learning activities at school. Similarly school administration is required to formulate policies to strengthen and entrench parental engagement and community-school collaboration in education.

Keywords: Academic performance, Bungoma County, Parental engagement, School, Students.

1.0 INTRODUCTION

Parental engagement is a shared responsibility in which schools and communities are committed to actively support their children's education (Anthony &Ogg, 2019). It entails but is not limited to: helping the child with homework, creating a conducive home environment for learning, providing learning materials at home, attending parent teacher meetings, and attending school events (Jeynes, 2016).

Studies on the parental involvement in learners' academic performance have arrived at varying and sometimes contradictory findings. While many, such as Boonket al., (2018) contend that parental support in homework enhances a child's academic performance, other scholars such as Barger et al., (2019) opined that parental support in homework does not correlate with learner achievement. According to Barger et al., (2019), weak students constitute a majority of children reaching out to parents for help in homework. Parental support in homework, therefore, depicts a learner's need for help.

Parental engagement may also be in form of psycho-social support, such as helping the child develop skills and strategies for dealing with challenges related to academic work and commending and appreciating progress made (Crosnoe & Ressler, 2019). They argue that by sharing with parents about challenges they might be experiencing in school, children lower their stress levels, keeping them mentally fit to pursue their academic goals.

Other studies such as Pinquart&Ebeling (2019) are of the view that expressing high expectations has the strongest influence on a child's classroom performance compared to other forms of academic socialization. However (Erickson 2020) cautions parents against expressing unrealistically high expectations. These can overwhelm the child and trigger stress-related health complications, thus, sabotaging good academic performance.

Benner & Quirk (2020) opined that parental engagement brings about academic and psycho-social behavioral outcomes in learners. The study observed that transiting from primary to secondary school is characterized by a significant drop in academic performance for many teenagers. It can also trigger undesirable behavior and mental instability. The study further observes that, at this age, young people are craving for independence and developing awareness of their surroundings. Consequently, parental engagement is most needed during this period in time, to give students support and confidence they require to navigate this challenging period and realize their academic success.

. In a study undertaken in Pakistan, Muhammad et al., (2020) observe that left on their own, schools may not marshal enough resources to provide facilities and services required for effective teaching and learning. Therefore, support from communities is critical in filling resource gaps and promoting learner performance. The study singles out parent participation activities such as school-community partnership, parent representation in school governance structures, supporting learning at home and communication between home and school as key drivers of academic success.

Ntekane (2018) established that parental engagement improves teacher morale and student-teacher relationship contributing to better academic performance. In addition, Zendaet al., (2018) examined the contribution parents make to the education of their children in public schools in Nigeria. The study reports that poverty and low levels of education lead to low self-esteem among parents which hamper active engagement in their children's education.

Ralejoe (2021) in a study undertaken in Lesotho reports that students from families where parents have low levels of education are at the greatest risk of underperformance compared to their peers from homes where parents have post-secondary education. He argues that better educated parents participate more effectively in their children's education and are more likely to reach out to teachers on matters regarding the child's academic progress and demand above

average performance from their children. The study proposes setting up of support group actors in education for the purpose of disseminating information on parental involvement. It recommends arming parents with knowledge on how to effectively support children's learning and improving communication between home and school.

Habumuremyi, (2020) underscores the importance of home-school communication in enhancing a child's school performance. This communication holds the child accountable for their learning because they understand that their progress is being monitored. The study showed that parental engagement had positive impact on students' academic performances in Rwanda. Muigai (2018) observed that parental involvement tends to be limited to payment of school levies and attending meetings. The study recommends a need to find effective strategies for parent- school collaboration and engagement.

In recognizing the importance of parent engagement in schools, the government of Kenya, through an act of parliament, (section 51 sub sections 1) allows parents representation in school management boards. However, this alone is not enough. There is a need for research to guide policy makers in developing programs that have greatest positive impact on a child's school performance.

Academic performance is the knowledge gained which is assessed by marks by a teacher and / or educational goals set by students and teachers to be achieved over a specific period of time (Tamara, 2016). The measurement of academic performance is done by use of tests and examinations which are either developed at school level or set by an external body such as Kenya National Examinations Council (KNEC). Good academic performance is the ultimate goal of all activities within the school system, one of which is parental engagement.

According to Bungoma County Education office KCSE Analysis Reports 2018-2021, many schools in the county have been consistently registering poor results (Table 1).

Table 1. Bungoma County Public Day Secondary KCSE Analysis 2018-2021

Bungoma County KCSE 2018-2022 Analysis Report

Sub-county	2018	2019	2020	2021	mean
Bungoma Central	3.32	3.90	3.83	3.65	3.68
Webuye West	3.49	3.65	3.76	3.64	3.64
Kimilili	3.18	3.84	3.91	3.63	3.64
Webuye East	3.37	3.83	3.90	3.42	3.63
Bumula	3.16	3.92	3.79	3.53	3.60
Bungoma North	3.25	3.81	3.58	3.67	3.58
Bungoma West	3.32	3.70	3.77	3.50	3.57
Bungoma South	3.41	3.93	3.56	3.27	3.54
Mt. Elgon	3.11	3.31	3.23	3.16	3.20

County P.I	3.90
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As shown in Table 1, the KCSE mean score for Bungoma South Sub-county (2018-2021) is 3.54 making it among the two worst performing sub-counties within the county, hence the need to identify intervention measures that could reverse that trend. Therefore, this study examined the influence of parental engagement on learner academic performance in Bungoma South Sub-county, with expectations that the findings of the study would guide school heads in formulating policies that would enhance learner academic performance in the County.

2.0 LITERATURE REVIEW

Parental engagement at school is the participation and dedication of resources by the parent to support learning activities at school. Epstein (2018) defines school based parental engagement (SBPE) as the parents' investment in the education of their children as far as learning activities in school are concerned. It is parents' behaviors in the school setting meant to support children's academic progress (Montes & Montes 2021). It is how parents interact with the child's school with the intention of benefitting the child's learning process (Oswald et. al, 2017).

Parental engagement (PE) is more meaningful, more effective and represents greater commitment than mere involvement (Montes & Montes 2021). The current study uses parental engagement at school to refer to a wide range of activities parents participate in to promote the learner's academic success. Parental Engagement (PE) at school is being aware of what the child is doing in school and being involved in school academic activities (Montes & Montes, 2021). It entails deploying parenting skills that promote and support the child's learning (Madegwaet al., 2019). Parental participation in school activities can be in form of activities such as attending parents' meeting, Volunteering at school, participating in school decision making processes, tracking the child's progress and payment of levies among others.

The disparities in academic performance reflect the level of parental engagement. Students from families with low parental involvement in school activities do not perform as well as their peers from families with high parental involvement profiles, as revealed by (Parke, 2019). Students derive motivation not only from what happens in the classroom but also from their parents' involvement in school activities. School based activities plays a significant role in motivating students and assisting them realize educational goals by providing support through activities that foster academic excellence (Ohio Department of Education, 2016).

Assefa & Sintayehu (2019), in a study on parental involvement and students 'academic performance in primary and secondary schools in Ethiopia, established a significant and positive relationship between parental involvement and students' academic performance. They argued that parents should actively participate in decision making and make their contributions towards effective curriculum implementation. According to Titus (2018) a parental engagement benefit the child academically, makes the child behave better in school and improves teacher-student relationships. Parke, (2019) also undertook a study on parental involvement in academic performance in Ethiopia. He established that parental engagement had a huge positive impact on student performance. The study recommended that teachers and

parents should work together in setting goals, implementing school policies and evaluating the outcomes.

In a study undertaken in Kenya, Akello, (2020) shares that parents impart attitudes about learning in their children at home. The attitudes acquired at home shape student behavior in the classroom and their relationships with teachers. He points out that the well-being of the child in school is both the responsibility of both parents and teachers. The study revealed that parental participation in school activities was poor, hence undermining students' academic success.

Many modern educational policies underscore the importance of initiating programs to engage parents and creating room for meaningful participation of parents in school undertakings (Basham et al., 2020). They recommend the development of inclusive family engagement services that bring about open dialogue and strong collaboration between homes and schools to improve student academic performance.

The ability to influence children's academic performance is seriously affected by lack of communication between parents and schools. Home-school communication offers parents a better understanding of school programs and policies (Epstein, 2013). Parents who are knowledgeable about educational matters are more likely to engage teachers and support their children's learning than those who are ignorant (Munje & Mncube, 2018). Therefore, home-school communication is a major contributor to learners' academic performance. Schools should ensure that barriers to communication such as dialect obstructions are removed to avoid misinterpretation of information shared between homes and schools (Epstein & Shapiro, 2016). Regular communication between parents and schools improves students' educational outcomes, as the information shared helps parents and teachers to understand how they can support the child and address emerging challenges (Jones & Forster, 2021)

Schools can partner with parents by sharing child development-related information with parents. This has proved to be effective in boosting parent engagement and student performance (Coleman, 2019). Coleman shares that although many parents want their children to succeed in school, they are ignorant of what their participation in learning entails. It is a teachers' professional responsibility to educate parents on how to go about this. This communication can take a variety of forms such as blue prints on literacy development, suggestions for topics to discuss during schoolwork, or mini-lessons about what is learnt in school. The messaging programs for parents promote literacy skills, and increase attendance at parent-teacher meetings (Tyson, 2020). Parents can use the information to ask general questions about their children's day at school.

Parent-teacher meetings provide opportunities to discuss students' academic progress and share ideas on intervention measures to be put in place to assist weak students (Epstein & Shapiro, 2016). It is during such meetings that parents and teachers hold each other accountable as far as supporting the child's learning process is concerned (Keane, 2016). Furthermore, it helps improve relationships between parents and schools where their children learn which is necessary for building strong collaboration and long term engagement (Dove et al., 2018).

Volunteering in school helps address manpower shortages and provides critical services needed for effective curriculum delivery (Shibuya, 2020). It not only improves the morale of teachers but also of students. It also creates a school-home-community alliance needed to effectively

support the child's learning process. Studies have also established that volunteer work builds the efficacy of parents in participating in the child's school undertakings.

Parents and teachers make significant contributions towards shaping the life of the child. Parents kick starts the learning process and teachers bolster it (Tyson, 2020). It is important that families work in close collaborations with schools to establish strong partnerships with teachers. When primary care givers of learners and teachers work together, the impact on school academic performances is huge (Torrecilla et al., 2020). Effective schools prioritize parental engagement by reaching out to families and creating school environments that encourage and promote parental involvement (Wang et al 2019). Schools realize good academic outcomes when effective communication is made possible between parents, teachers and communities (Myende, 2018). Majority of schools appreciate the role of parents in learners' education. Nevertheless, only few schools succeed in engaging parents in schooling of their children (Froiland & Davison, 2016). Sylva et al., (2008) in a study on parental engagement, stated that school based engagement has little influence on learner achievement; it does little to improve children's learning outcomes or narrow their performance gaps. She recommended that school administrators and teachers should provide information aimed at improving the capacity of parents to support children at home.

According to Gimperet et al., (2010), parents play a leading role in the social emotional and intellectual growth of their children. They argued that, parents understand their children's abilities, social backgrounds, social values and norms more clearly than teachers and they prioritize their children's academic success.

Everdene (2014) argued that a collaborative partnership between parents and teachers is hard to establish in an environment of mistrust. He pointed out that trust minimizes feelings of discomfort, among parents from minority cultures and poor socio-economic backgrounds. If relationships are not handled with caution, confidence and trust are seriously eroded, weakening the parent-teacher bond (Gortrell, 2003). Hence a hostile school environment, with administrators who don't have the requisite leadership skills to create and maintain strong parent-teacher relationships undermine the realization of learners' academic performance.

An efficient school system is one where both teachers and parents demonstrate interest in supporting the child (Reece, 2013). A working parent-teacher relationship is a critical requirement for effective parental engagement. Although it is the teachers' professional responsibility to share information concerning the child with the parent, it is also the responsibility of parents to demonstrate committed attitudes. The morale of teachers is enhanced when parents show interest in their own children's learning activities (Atetander, 2016)

Horns and Robinsons (2016) argued that commitment should not be one sided, but should be seen in both teachers and parents. Epstein (2018) maintains that families and students of secondary schools benefit immensely from collaborative partnership with teachers. Nevertheless, there is a need for enhanced parental support at secondary school level because of the tendency by parents to scale down their support when children leave primary schools. Assalahi (2015) contends that from a national perspective, there are many factors undermining parental engagement in post primary learning institutions, and that program meant to strengthen parental engagement in these institutions have not been well implemented.

Parents educational attainment and economic status are predictive of the quality of involvement in their children’s learning process be it at home or at school. (Rawtal& Peterson, 2012) Parental engagement is stronger in middle class homes with college educated parents and higher disposable incomes. Vellymalay (2012) stated that short comings within at home constitute the biggest obstacles to parental participation in school dynamics. He further, shared that parents from economically disadvantaged homes exhibit poor parental practices due to poverty. Despite these shortcomings, poor parents are well aware of the positive impact their involvement has on the overall success of their children in school. However, parents are yet to shed off the belief that children’s education is primarily the responsibility of schools and teachers and that a parent’s role is just supplementary.

3.0 MATERIALS AND METHODOLOGY

3.1 Research Design

The study embraced mixed system research paradigm that triangulated cross-sectional survey design and phenomenological study design.

3.2 Study Area

The study was done in Bungoma South Sub-County in Bungoma County, Kenya. Bungoma South Sub-County is one of the 9 Sub-Counties that make up the larger Bungoma County. The location has urban, semi-urban and rural settings and so is ideal for the study. Bungoma South Sub-County lies between latitude 0° 42.30’ north and longitude 34°40’ east. The region borders Bumula Sub-county to the West, Bungoma Central sub-county to the north, Webuye West Sub County to the east, and parts of Kakamega County to the south. The study location covers a geographical coverage of 318.5 Km2.

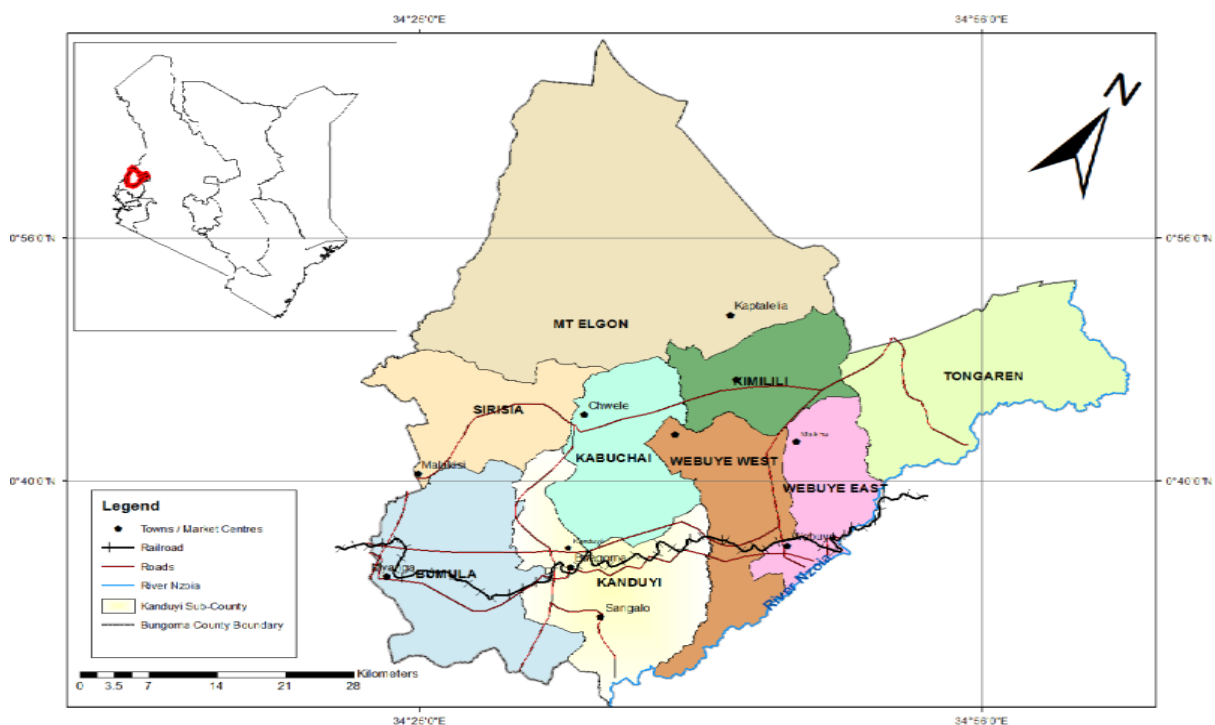


Figure 1: map of Bungoma County showing Study Locale

Source: Bungoma County Intergraded Development Plan.

Questionnaire and interview schedule were the primary data collection tools, while secondary data utilized document analysis. The sample size contained 15 form four class teachers and 15 Parents Representatives each drawn from each school, 5 principals and 368 form four students making a total of 403 respondents. The respondents were drawn using purposive, proportionate and simple random sampling techniques.

Research tools were checked for validity through consultation with experts. The reliability of the questionnaire was improved through test –retest which yielded a coefficient 0.78. Piloting was done in three schools in Bungoma Central Sub-County, which has similar characteristics. SPSS version 23 was used to analyze quantitative data. The principals and class teachers were selected using proportionate, purposive and and convenience (in institutions that had more than one stream). Purposive sampling was meant to enable the researcher to use cases that could have relevant information to answer research questions in order to enable the researcher meet objectives of the study with simple random sampling meant to give each element in the sample equal chances of being included in the study (Maina, 2012).

4.0 RESULTS, FINDINGS AND DISCUSSIONS

Several positive statements on various variables relating to parental support of learning activities at school were given to student respondents and scored to generate descriptive statistics, correlation and regression analysis, statistics that formed a basis for evaluation of the null hypothesis;

HO2 There is no significant influence of school based parental engagement on Students’ academic performance in public day secondary schools of Bungoma South Sub-County. The findings are given in Table 4.16

Table 2. School-based Parental Engagement

Variable Statement	N	Mean	Std. Deviation
My parents pay my fees on time in order to ensure that I am not disturbed in my studies	333	3.7177	1.20174
My parent always supports various motivation programs initiated by the school	333	3.0210	1.37628
My parents are always in constant communication with my teachers as a way of monitoring my academic performance	333	3.6366	1.28362
Parental support PTA programs	333	3.0850	1.53060
Parental follow of results	333	3.4535	1.47318
Parental support of disciplinary measures	333	3.1712	1.53400

Parental attendance of academic days	333	3.3934	1.49242
Valid N (listwise)	333		

(Source: Field Data, October 2022)

Table 2 gives findings on various statements that were under investigation relating to parental school activities meant to enhance the child's classroom performance. The responses ranged between a mean of 3.0210 to 3.7177 with an overall mean of 3.35. This implies that majority of respondents were of the view that parental involvement in schools in the county was poor.

The first variable under this theme sought to establish the timeliness of fee payment by parents considering that school fees is the main source of financing school activities. The responses had a mean of 3.7177 with a SD of 1. 20174. These findings are a pointer that fee payment was relatively poor among parents. The poor or late payment of fees poses financial challenges as schools are likely to be unable to acquire necessary resources that are critical for facilitation of students' performance.

From the focus group discussions, it emerged that inability to meet timelines when it comes to school levies was the reason some parents shied away from school events. This situation could be traced to large family sizes and lack of a stable income for a majority of households. According to Micheal (2011) large families at times face challenges in educating their children making a greater number of parents not pay school fees on time.

Motivational programs are very critical in the learning processes. Such programs enhance the level of commitment of both learners and teachers. An investigation into parental support of this program had a mean of 3.0210 with a SD of 1. 37628. This shows that parental involvement in motivational programs in schools was fairly moderate and was likely to enhance teachers' commitment to the learning process. According to Palmer, (2007) motivation of teachers and students is critical in enhancing academic performance. Parental communication with teachers on education matters had a mean of 3.6366 and a SD of 1. 28362. This finding reveals that communication between parents and teachers was poor. This could mean that the two parties were not in constant contact in tracking the learning process of students.

Programs undertaken by Parents Teachers Association (PTA) have been identified to be critical in improvement of the learning environment in school. For instance, PTA programs improve school infrastructural base. However, such developments can only be realized through concerted efforts of various parents in the school. An investigation into the same was effected as reflected in Table 3.16 shows a mean of 3.0850 and a SD of 1. 53060. This finding revealed that there was fair parental involvement in PTA projects in School.

Schools normally give regular examinations as a way of preparing students for national examinations. On the basis of results obtained various guidance may be undertaken in order to enable the learner address areas of weakness. Such advice needs joint effort between the teachers and the parents. Table 2 shows the mean response on the extent of parental follow up of students' academic performance in school. The results revealed a mean response on follow up of results at 3.4535 with a SD of 1. 47318. This finding was an indicator that parental follow up of performance of learners was generally poor. The poor follow was a pointer that students

were likely to have benefited less from gains that that come along with parental follow up on learning activities.

An inquiry into parental support of school disciplinary measures as reflected in Table 3 had a mean 3.1712 with a SD of 1.53400. This finding is likely to indicate that parental support of school disciplinary measures was fairly good. Proper enforcement of disciplinary measures in school by teachers can only happen if parents support measures put in place by the institutions. In a situation where parents side with students in opposing disciplinary measures of a school, teachers are likely to relax, making indiscipline to set in, an issue that is likely to have a negative implications on students' performance. This finding is in agreement with an Epstein, (2018) who argued that parental participation in the learning process enhances the child's behavior and performance in school. The findings were in agreement with findings from interviews with principals. From the interviews, all principals confirmed that majority of the parents struggled with payment of school levies.

Several researchers acknowledge importance of discipline in learning process. Ouma, Simatwa, and Serem, (2013) appreciate that discipline is a critical and very important factor in propelling an organization towards effective functioning in performance of own goals. Similarly, Masitsa, (2008) acknowledges that discipline is important in creating a climate conducive to academic performance, an issue that requires joint effort of various stake holders.

The frequency to which parents attend academic days was the last item of investigation under this variable. The finding on whether the parents always turned up for academic days when called had a mean response of 3.3934 with a SD of 3.3934. This finding revealed that the attendance of academic days by parents was fairly poor. An academic day in school is an important forum where parents and teachers as well as students meet to interact and exchange ideas on measures that can be instituted in promotion of students' academic performance. The forum is an avenue where various strategies can be developed and adopted for betterment of students' performance. Therefore, failure to attend academic days negates the benefits that accrue from such events.

It emerged from the focus group discussions that parents who earned their living through business activities, who mainly resided in urban and semi-urban sections of the sub-county, exhibited poor parental engagement practices compared to their peers whose main source of income was farming. It was reported that these parents literally spent their day time away from home as they left their homes early in the morning and came back late in the evening. As such, they had little or no time for their children. If there was an event at their children's school, they would call the class teacher to excuse themselves from the event. Those who try and show up at school would seek permission to leave early claiming they had left their business stalls unattended. On the contrary, parents who are farmers would sit through a school event and they wouldn't care even if it ended late in the day.

Effect of School based Parental support of students' learning activities on Students' academic Performance in Public Secondary Schools.

The findings in Table 3, reveal that there is a significant positive correlation between school based parental support of students' learning activities and their academic performance $r = 0.827$

in a two tailed test at 0.001 significance level. This shows that parental support of students learning activities in day schools was critical in promotion of academic performance.

4.1 Correlation Analysis

Table 3. Correlation Analysis

Variable Statement		X1	X2		
School based Parental Support(X1)	Pearson Correlation	.917**	1		
	Sig. (2-tailed)	.000			
	N	333	333		
Students' academic Performance(X2)	Pearson Correlation	.827*			
	Sig. (2-tailed)	.000			
	N	333			
**. Correlation is significant at the 0.01 level (2-tailed).					

The findings in Table 3 reveal that there is significant relationship between independent variables (school based parental support) and the dependent variable (Students' academic performance) with the value of r being above 0.800.in a two tailed test at 0.01. The findings reveal that correlation is .827 between school based parental support and students' academic performance.

4.2 Regression analysis

Table 4. School based Parental Engagement Regression Analysis

Model Summary								
	R	Adjusted R Square	Std. Error of the Estimate	Change R Square	F Change	df1	df2	Sig. F Change
R	.960 ^a	.922	.34680	0.482	117.034	1	126	0.000
ANOVA								
	Sum of Squares	Df	Mean Square	F	Sig.			
Regression	21.450	1	21.450	117.034	0.000 ^b			

Residual	23.081	332	0.183	
Total	44.441	333		10.818

a. Dependent Variable: Students’ academic performance

b. Predictors: (Constant): School based parental support

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.	95.0% Confidence Interval for β	
	B	Std. Error				Lower Bound	Upper Bound
(Constant)	0.241	0.193		1.191	0.235	-0.152	0.622
OBJ2	0.971	0.092	0.714	10.818	0.000	0.810	1.161

a. Significance level, $p \leq 0.05$

Source: Field Data, (2022)

The R-square change in Table 4 is 0. 920. This implies that 92 percent of the observed variation in student’s academic performance was linked to school based parental support.

An analysis of the variance shows a significance value of 0.00 which is less $p= 0.05$ and $F = 117.03$. The implication is that the model was statically significant in forecasting the influence of parents on their learners’ academic performance. It also confirms that there is a satisfactory goodness of fit between schools based parental engagement and students’ academic performance in Bungoma South Sub-county. The adoption of regression model to either accept or reject the research hypothesis is thus justified.

The hypothesis (H_01) postulated that “There is no significant influence of school based parental engagement on Students’ academic performance in public day schools of South Bungoma Sub-County”.

The findings in table 4 are as follows: $p < .05, \beta = 0.0971, \text{constant} = 0.241$

On the basis of the findings, the following model was developed:

$$Y = \beta_0 + \beta_2 K_2 + \epsilon$$

$$Y = 0.241 + 0.971 K_2 + e \dots \dots \dots \text{Eq.} \dots \dots \dots 3$$

Where Y =students’ academic performance, K_2 =School based parental support of children’s learning activities. Based on the model, it can be interpreted that if school based parental support is manipulated by one unit, there would be a corresponding change in students’

academic performance among students in Public Day Secondary Schools in Bungoma County by 0.971 Units. The beta value being 0.971 and $p < .05$, the null hypothesis (H02) was rejected and the study concluded that there is a significant relationship between school based parental engagement and learner academic performance in public day secondary schools in Bungoma South Sub- county.

The above findings are in agreement with the works of earlier researchers. Chepkoech (2021) had established institutional infrastructural resources as reflected by availability, adequacy and level relevancy are very important in learning process. The study found that in the event where resources are inadequate, lessons that are meant for practical application will end up being taught theoretically, a situation that ends compromising quality of learning. Similarly, Lumuli (2009) attributed differential level in education performance among students with same entry behavior in schools of same category to differential level in infrastructural base and level of motivation of teachers of various schools.

Sometimes educators take it for granted that parents know what to do to promote their children’s learning at home. As observed by Hiladoet al. (2013), schools ought to raise awareness among parents on the need to support their children’s learning activities at home and how they can contribute to the child’s classroom success.

From the class teachers’ interviews, it emerged that that fathers delegated the responsibility of following up on the child’s learning in school to mothers.

Class teachers were also unanimously in agreement that attendance of school events was higher among parents whose children were doing well in the classroom compared to those whose children were struggling. Therefore, parents whose children were most in need of help stayed away. This could imply that, low performance, especially when it is persistent, kills the morale of parents making them stay away from school events.

However, for parents to participate in school events, the environment at school ought to be welcoming and one that embraces parents from all shades of backgrounds (Tosolt, 2010). Parents need to feel that their participation in school activities is welcome and valued.

However, the validity of findings is affected by the adequacy of the sample. As such, prior to drawing conclusion it was necessary to undertake a test to ascertain adequacy of the sample. This involved undertaking of Keiser-Meiyer-Olkin (KMO) and Bartlett’s Test of Sphericity. The results are shown in table 5.

Table: 5: KMO Test of Correlation among Variables on Home based Parental support of Students Learning Activities

Kaiser-Meyer-Olkin of Measure adequacy of Sampling	.769
Bartlett's Test of sphericity	Approx. Chi-Square

Df	3
Significance	.000

The findings in Table 5 show KMO measure of sampling adequacy on variables on correlation coefficients against partial correlation factor. The values range from 0-1, and the closer the values are to 1 the better the indication that a factor analysis of the variable is good. Chepkoech (2021) quoting Ford et al, (1986) recommended a value of 0.6 as minimum. As revealed in Table 5 the KMO for the sample was .0.769. The test therefore showed that the sample chosen was satisfactory to be used for further analysis of the study.

Bartlett's test of sphericity is used in evaluation of the null hypothesis that the variables in the population correlation matrix are unrelated was carried out. Table 5 shows that observed significant level was .000 which was small enough to reject the hypothesis. This finding indicated that the strength of the connection among the variables under investigation is significant. The purpose of inferential statistics for this section was to evaluate the following null hypothesis:

Therefore on basis of these findings of regression analysis on influence of school based parental engagement and students' academic performance in Table 3 and findings on the level of influence of independent variables shown in Table 4, alongside conviction that the sample taken and relationship between variables is significant the hypothesis was accepted. This meant that school based parental engagement had significant influence on students' academic achievement.

5.0 CONCLUSION

On the basis of these study findings, the paper concludes that there is no significant difference between school based Parental engagement and children's academic achievement. Parental engagement is reflected in activities such as timely payment levies, supporting discipline, attendance of meetings, school infrastructure among others, which enhance students' academic achievement. However, the level of engagement of parents in learning activities among children in public day secondary schools is generally low.

6.0 RECOMMENDATIONS

On the basis of the study findings, the study recommends that;

1. School administrators should raise awareness among parents on the need to actively support their children's learning process at school.
2. Timely payment of school levies, supporting discipline, upgrading physical infrastructure among others in a school setting greatly enhance students' academic achievement.

7.0 ACKNOWLEDGEMENT

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7.2 Conflict Of Interest

The author(s) declares no conflict of interest.

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