

Parental Provision of Academic Tools and Pupils' Academic Achievement in Public Secondary Schools in Navakholo Sub-County, Kenya

Lorraine Khavetsa Ingosi¹
Silas Chepkwony²
Ronald Werunga Kikechi³

¹lorrainekhavetsa90@gmail.com

²chepkwony1971@yahoo.com

³ronaldkikechi@gmail.com

^{1,2,3}Mount Kenya University

ABSTRACT

Education is a crucial strategy for achieving Sustainable Development Goals, with academic achievement being a central objective in all educational initiatives. However, the persistent struggle with partial learning and underachievement among secondary school students raises significant concern. Thus, the purpose of the study was to assess the influence of parental provision of academic tools on pupils' academic achievement in public secondary schools in Navakholo Sub-County, Kenya. The insights from this study are valuable for policymakers, community stakeholders, and academics alike. Grounded in Goal-Setting Theory (Locke, 1960), it employed a cross-sectional research design targeting a total population of 460 individuals, including 27 School Board of Management chairpersons, 27 principals/head teachers, and 408 teachers, resulting in a sample size of 210. The study utilized a stratified random sampling technique to ensure representation across these groups, gathering data through validated questionnaires and interview guides, with instrument reliability confirmed via a pilot study demonstrating a Spearman's rank correlation coefficient of 0.76. Quantitative data underwent descriptive and inferential statistical analysis, presented in tables, while qualitative data was analyzed for common themes, extracted, organized, and discussed within the study's main objective areas. The research findings revealed a statistically significant correlation between parental provision of academic tools and students' academic achievement in public secondary schools (Pearson Chi-Square=547.428, $p < 0.05$). As a result, the study recommends that education policymakers develop and implement comprehensive guidelines and support systems to mandate and facilitate parental involvement in providing academic tools.

Key Words: Academic Tools, Parental Provision, Stationaries, Students' Academic Achievement, Technological Devices

I. INTRODUCTION

Education is vital for achieving Sustainable Development Goals by equipping learners with the knowledge to improve academic achievement (Yuan et al., 2022; Kopnina, 2020; Sánchez-Álvarez et al., 2020). However, challenges persist, especially in Sub-Saharan Africa, due to limited parental involvement and support (Macalisang & Bonghawan, 2024; Wilder, 2023; Kadio, 2023). This indicates that while education is crucial for advancing Sustainable Development Goals through enhanced academic achievement, addressing challenges such as inadequate parental involvement and support remains critical, particularly in Sub-Saharan Africa.

Academic achievement in public secondary schools, which are government-funded institutions for students aged 12-18, is assessed by grades, test scores, and engagement levels. Parental provision of academic tools is crucial for fostering students' academic success (Astatke et al., 2023; Özeren & Top, 2023; Jeynes, 2024). Consequently, parental provision of academic tools involves supplying children with the necessary resources, such as textbooks, stationery, and technology, to support their educational activities and enhance their learning outcomes (Goodall & Montgomery, 2023; Eden et al., 2024). This implies that in public secondary schools, academic achievement is evaluated through grades, test scores, and engagement levels, highlighting the critical role of parental provision of academic tools, such as textbooks and technology, in supporting students' educational activities and improving their learning outcomes.

Globally, and specifically in Cambodia and the Philippines, challenges persist in ensuring quality education and enhancing learning outcomes despite significant efforts to enhance access to primary education (Philippine Institute for Development Studies, 2020). Consequently, parental involvement emerges as a critical factor influencing students' academic success (Garcia & Santos, 2020). Likewise, ensuring academic success among secondary school students remains a priority in countries like Chile, emphasizing the need for parental engagement (Yáñez-Cancino et al., 2024). This suggests that despite global efforts to improve access to primary education, ongoing challenges in

Cambodia, the Philippines, and elsewhere underscore the critical role of parental involvement in influencing students' academic success, highlighting a continued priority on fostering parental engagement in education.

In developing nations like Ethiopia (Enbeyle et al., 2020; Lemessa, Senbeto) and Ghana (Darko-Asumadu & Sika-Bright, 2021), prioritizing the academic success of learners underscores the essential role of parental engagement. Similarly, in Zambia, parental engagement is crucial for student achievement and democracy, but inadequate involvement in some schools leads to conflicts and negatively impacts academic success (Muleya et al., 2020; Simweleba & Serpell, 2020). This infers that in countries like Ethiopia and Ghana, as well as Zambia, prioritizing student academic success hinges significantly on fostering parental engagement, although challenges arise from inadequate involvement in some schools, impacting educational outcomes.

Kenya is enhancing its education system through policies like Sessional Paper No. 1 of 2019, but challenges such as poor student performance emphasize the need for greater parental involvement (Likoko et al., 2021). In Kakamega County specifically, despite deliberate efforts, academic achievement in public secondary schools continues to face notable challenges (Lumadede et al., 2020), largely due to insufficient parental engagement (Anami et al., 2022). This indicates that despite policy efforts to improve Kenya's education system, challenges persist in Kakamega County, particularly in public secondary schools, underscoring the critical need for increased parental involvement to address ongoing issues with student academic achievement.

Numerous studies, have highlighted the significant effect of parental involvement on academic achievement (Likoko et al., 2021; Anami et al., 2022; Oranga et al., 2022). Nevertheless, previous studies overlooked key facets of parental involvement in provision of academic tools and often lacked triangulation or used small sample sizes. To address this, the researcher used a mixed-method approach with a large sample size to assess the influence of parental provision of academic tools on student achievement in Navakholo Sub-County, Kenya.

1.1 Statement of the Problem

Effective academic achievement in public secondary schools depends on comprehensive learning outcomes and success across subjects, underscoring the vital role of parental involvement in fostering students' academic success (Jeynes, 2024). Globally and regionally, including in Kenya's Navakholo Sub-County, there is ongoing concern over partial learning and underachievement among secondary school students, often due to schools not meeting their academic goals effectively (Lumadede et al. 2020). Studies on academic achievement reveal that low performance is often linked to inadequate parental involvement (Anami et al. 2022).

Despite global efforts by governments to improve student academic achievement through policies promoting parental involvement, challenges remain, including small sample sizes and lack of triangulation in empirical studies. To address these gaps, this study used a mixed-method approach with a large sample size to investigate the impact of parental provision of academic tools on students' academic achievement in public Secondary schools in Navakholo Sub-County, Kenya.

1.2 Research Objectives

The objective of the study was to investigate the influence of parental provision of academic tools on student achievement in Navakholo Sub-County, Kenya.

- i. To establish the influence of parental provision of textbooks on student achievement in Navakholo Sub-County, Kenya.
- ii. To examine the influence of parental provision of technological devices on student achievement in Navakholo Sub-County, Kenya.
- iii. To determine the influence of parental provision of stationaries on student achievement in Navakholo Sub-County, Kenya.
- iv. To assess the influence of parental provision of reference materials on student achievement in Navakholo Sub-County, Kenya.

1.3 Research Hypothesis

H₀₁: There is no significant association between parental provision of academic tools and students' academic achievement in public Secondary schools in Navakholo Sub-County, Kenya.

II. LITERATURE REVIEW

2.1 Theoretical Review

The study drew from goal-setting theory (Locke, 1960), which posits that clear goals drive motivation and action, leading to improved performance. It underscores how parents can collaborate with schools to set academic goals for their children, thereby creating a supportive learning environment at home and school. This approach encourages effective time management, motivates children to establish their own performance targets, and ultimately enhances academic achievement at both individual and secondary school levels.

2.2 Empirical Review

Mugomba et al. (2023) examined the Contribution of Parents Involvement towards Students' Academic Performance at Ugandan Certificate of Education in Public Secondary Schools. Parental engagement in health programs scored neutrally, signaling a need for increased involvement. Involvement in learning-related responsibilities was hindered by behavioral issues. Positive correlations existed between parental engagement and academic success, including safety, diversity, and regulatory aspects. Writing materials positively impacted, while reading materials showed a decline. Counseling services exhibited a weak correlation. Overall, parental involvement significantly predicted UCE students' academic improvement ($B = 0.502$; $p = .000 < 0.05$), contributing to 50.2% positive changes.

Ssenkasi and Ssali (2023) explored parents Provision of Scholastic Materials and Pupils' Academic Performance in Selected Primary Schools in Kyotera Town Council, Uganda. The study established that with over 68.9% of the teachers stating that parents do not provide their children with calculators, it is very clear that parents have not played their role very well and this can derail efforts of the school to post good academic performance of pupils since such calculators are used in the execution of especially mathematical concepts. The study further revealed that from the findings, the correlation between parents' provision of scholastic materials to children and academic performance was found to be moderate ($r = 0.461$, $N = 71$, $p = .00 < 0.01$). However, relatively small sample size of 71 teachers and 4 head teachers may have limited the study's ability to capture the full scope of the relationship and generalize the findings.

Onsare and Ogochi (2020) examined the influence Of Parental Provision of Academic Tools on Pupils' Academic Achievement in Public Primary Schools in Gucha Sub County, Kenya. The study established that academic tools positively and significantly influence pupils' academic performance. The study identified significant factors influencing pupils' academic performance, highlighting the importance of academic tools provision, thereby informed the current study. Nevertheless, it faced limitations such as a relatively small sample size of 361 respondents from a target population of 5213, potential biases in questionnaire-based data collection, and limited generalizability due to the focus on a specific geographical area.

III METHODOLOGY

The study applied a mixed methods research approach, which comprised of both quantitative and qualitative data collection methods. This approach was appropriate for this study since the researcher collected both quantitative and qualitative. According to Creswell (2009), in quantitative method, the researcher asks specific questions, collects quantifiable data from a large number of participants; analyses these numbers using statistics; and conducts the inquiry in an unbiased and objective manner. Quantitative data was collected using questionnaires. The study employed a cross-sectional research design that involves collecting data at a single point in time to analyze the relationships between variables within a specific population (Kumar, 2014). This design was chosen for its ability to swiftly and effectively examine the relationships between variables within a defined population at a singular moment in time.

The study was conducted in Navakholo Sub-County, situated within Kakamega County, Kenya. It was established following the implementation of the new constitution in 2010, which introduced a county governance system. It shares borders with Uasin Gishu County to the North East, Busia and Siaya County to the South, and Bungoma County to the West. Spanning an area of 1,332.7 square kilometers, the sub-county comprises twelve constituencies. Navakholo Sub-County is characterized by high population densities and fertile soils, with a hilly terrain and permanent rivers flowing into Lake Victoria. Its equatorial climate features bimodal rainfall, supporting diverse agriculture including tea, coffee, maize, beans, and dairy farming (County Government of Kakamega, 2023).

The target population refers to all members of a real set or of set of subjects to which a researcher wishes to generalize results of the research. Navakholo Sub-County has 27 Secondary schools with a total number of 408

teachers. The target population of the study was therefore be 27 School Board of Management chairpersons, 27 Principals/head teachers and 408 teachers. This total to 460 persons which is as summarized in Table 1.

Table 1
Target Population

Category	Target Population
School Board of Management Chairpersons	27
Head Teachers	27
Teachers	408
Total	462

The following sub-sections show how the sample was obtained and how the sampling procedures were carried out. The study adopted a Morgan and Krejcie's (1970) Table for sample size determination to yield a sample of 210 for the categories with a target population of 462 Head teachers, teachers, BoM Chairpersons and pupils. Sampling is the technique used to select a representative group of subjects from a defined population (Orodho, 2002). This study employed a stratified random sampling technique to create strata consisting of Principals/Head Teachers, teachers and School Board of Management Chairpersons. Within each stratum, simple random sampling was then used to select Principals/Head Teachers, teachers and School Board of Management Chairpersons, who are considered to be well-informed about the parental involvement and students' academic achievement. As shown in Table 2, this gave sample sizes of 12 Head teachers, 186 teachers and 12 BoM Chairpersons.

Table 2
Sampling Frame

Category	Target Population	Proportional Allocation $n_i = (N_i/N) * n$	Sample size (n)
School Board of Management Chairpersons	27	$(27/460) * 210$	12
Head Teachers	27	$(27/460) * 210$	12
Teachers	408	$(408/460) * 210$	186
Total	462	$(5312/1853) * 210$	210

The study employed questionnaires and interview schedules as data collection tools. According to Kumar (2014), these instruments allow respondents to freely express their views and make suggestions. Advantages include establishing rapport, explaining the study's purpose, and clarifying unclear items. Questionnaires were administered to teachers, focusing on demographic information and the influence of parental involvement. Interview schedules were used for Principals/head teachers and BOM chairpersons. Section one of the questionnaire covered demographic data, while section two addressed the impact of parental involvement on academic achievement in Navakholo Sub-County.

Validity refers to the extent to which a test measures what it intends to measure. To enhance the validity of the instruments (Mugenda & Mugenda, 2003). A pilot study was conducted in the neighboring Mumias East Sub County. The validation process involved supervisors and experts from the Department of Educational Management and Curriculum Studies. Any unclear items were either modified or removed based on their feedback. Reliability refers to the consistency of results obtained from a research instrument across repeated trials (Kumar, 2014). The reliability of the instruments was assessed during the pilot study using the test-retest technique. An instrument with a reliability coefficient above 0.7 is considered reliable according to Mugenda and Mugenda (2003). Spearman's rank correlation coefficient (r) was analyzed for the two scores and found to be 0.76 indicating that the instrument was reliable.

Upon visiting the schools on the appointed day, the researcher established rapport with the teachers before administering the instruments and collected the filled questionnaires. Additionally, arrangements were made with the head teachers to facilitate interviews with the Board of Management (BoM) chairpersons. After data collection, the researchers proceeded to edit and clean the dataset, which involved excluding improperly filled questionnaires. Quantitative data obtained from the questionnaires were coded and entered into the Statistical Package for Social Sciences (SPSS) software for analysis. The analysis involved calculating frequencies and percentages, with Chi-square utilized to examine the relationship between variables, and the results were presented in tabular form. Meanwhile, qualitative data from the interview schedules were organized based on the themes derived from the research questions, and the findings were presented using quotation.

IV FINDINGS & DISCUSSIONS

4.1 Response Rate

The study employed both descriptive and inferential statistical analysis to establish the influence of parental provision of academic tools on students' academic achievement in public secondary schools in Navakholo Sub-County, Kenya. Descriptive statistics, including frequency, percentage, and mean distribution, were used to establish the level of agreement on a five-point Likert scale for the variable, with parental provision of academic tools established and summarized in Table 3.

Table 3

Descriptive Statistics for Parental Provision of Academic Tools and Students' Academic Achievement

Statements		SD	D	U	A	SA	MEAN
Parents supply textbooks and workbooks for academic activities.	F	15	12	13	70	62	3.53
	%	8.7	7.0	7.6	40.7	36.0	
Parents provide their children with technological devices like calculators.	F	22	10	8	58	74	3.58
	%	12.8	5.8	4.7	33.7	43.0	
Parent supply the necessary stationery for note-taking and assignments	F	6	5	27	56	78	3.59
	%	3.5	2.9	15.7	32.6	45.3	
Parents provide reference materials such as dictionaries and encyclopedias that support students.	F	4	18	10	52	88	3.93
	%	2.3	10.5	5.8	30.2	51.2	

Table 3 indicates that 70 (40.7%) of the respondents agreed that parents supplied textbooks and workbooks for academic activities, while 62 (36.0%) strongly agreed, 15 (8.7%) strongly disagreed, 13 (7.6%) were undecided, and 12 (7.0%) disagreed with the statement. Overall, the study findings suggested that the respondents had a tendency towards agreement (Mean=3.53) that parents supplied of textbooks and workbooks for academic activities. This was supported by an interviewee who had the following to say;

Through various interactions with parents during school meetings and engagements, it has become evident that many parents prioritize providing essential learning materials to support their child's education. They understand the importance of having access to textbooks and workbooks that align with the curriculum and assist their child in studying and completing assignments effectively...Male Participant, 48 years, Head Teacher.

This implies that parents tend to supply textbooks and workbooks for academic purposes. This supports the findings of Onsare and Ogochi (2020) that parents provided revision books to the pupils.

Likewise, 74 (43.0%) of the respondents strongly agreed that parents provided their children with technological gadgets such as calculators, while 58 (33.7%) agreed, 22 (12.8%) strongly disagreed, 10 (5.8%) disagreed, and 8 (4.7%) remained undecided. The findings indicated the respondents tended to agree (Mean=3.58) that parents provided their children with technological devices like calculators. This was supported by an interviewee who had the following to say;

I have observed parents' proactive approach in ensuring that their children have access to technological devices such as calculators. Many parents view calculators as essential tools that aid their children in tackling complex mathematical problems, conducting scientific experiments, and mastering quantitative concepts across different subjects. They believe that providing their children with calculators empowers them to excel academically and prepares them for future academic challenges...Male Participant, 49 years, Chairperson School Board of Management.

This highlights parents tend to provide their children with technological devices like calculators. This contradicts the finding of Ssenkasi and Ssali (2023) that with over 68.9% of the teachers stating that parents do not provide their children with calculators, it is very clear that parents have not played their role very well and this can derail efforts of the school to post good academic performance of pupils since such calculators are used in the execution of especially mathematical concepts.

Moreover, 78 (45.3%) of the respondents strongly agreed that parents supplied the necessary stationery for note-taking and assignments, while 56 (32.6%) agreed, 27 (15.7%) were undecided, 6 (3.5%) strongly disagreed, and 5 (2.9%) disagreed. The study findings revealed that the respondents tended to agree (Mean=3.59) that parents supplied the necessary stationery for note-taking and assignments. This was supported by an interviewee who had the following to say;

Many parents actively inquire about their children's stationery needs and make efforts to fulfill them promptly. They believe that equipping their children with the necessary stationery empowers them to



engage actively in the learning process, take comprehensive notes during lessons, and complete assignments with diligence and accuracy...Female Participant, 46 years, Head Teacher.

This implies that parent tend to supply stationaries required for note-taking and assignments. This is in line with the findings of Mugomba, Ssegawa, Muwaga and Wamaungo (2023) that parents involve themselves in supplying of stationaries required for note-taking and assignments.

Lastly, 88 (51.2%) of the respondents strongly agreed that parents provided reference materials like dictionaries and encyclopedias to support students, while 52 (30.2%) agreed, 18 (10.5%) disagreed, 10 (5.8%) were undecided, and 4 (2.3%) strongly disagreed. The study findings suggested a strong tendency towards agreement (Mean=3.93) among respondents regarding parental provision of reference like dictionaries and encyclopedias to support students. This was supported by an interviewee who had the following to say;

I have observed parents' efforts to provide their children with reference materials to enhance their learning experiences. Many parents prioritize the acquisition of dictionaries and encyclopedias, seeing them as essential tools for building vocabulary, conducting research, and gaining a deeper understanding of various subjects. They believe that access to these resources at home complements classroom instruction and empowers students to explore topics of interest independently...Female Participant, 56 years, Chairperson School Board of Management.

This implies that parents strongly tend to provide reference materials such as dictionaries and encyclopedias that support students. The study further assessed students' academic achievement in public Secondary schools.

Table 4
Descriptive Statistics for Students' Academic Achievement

Statements		SD	D	U	A	SA	MEAN
The students test score increase as a result of parental involvement.	F	5	25	14	78	50	3.83
	%	2.9	14.5	8.1	45.3	29.1	
The student's accuracy of the assignment improves as a result of parental involvement	F	0	9	46	113	4	3.65
	%	0	5.2	26.7	65.7	2.3	
The student's ability to complete assignment is contributed by parental involvement	F	0	9	146	17	0	3.05
	%	0	5.2	84.9	9.9	0	
The student's increase level of engagement in class activities is contributed by parental involvement	F	0	4	36	132	0	3.74
	%	0	2.3	20.9	76.7	0	

Table 4 indicates that 78 (45.3%) of the respondents agreed that the students test score increased as a result of parental involvement, while 50 (29.1%) strongly agreed, 25 (14.5%) disagreed, 14 (8.1%) were undecided and 5 (2.9%) strongly disagreed. The study findings suggested that the respondents had a strong tendency towards agreement (Mean=3.83) that the students test score increased as a result of parental involvement. Likewise, 113 (65.7%) of the respondents agreed that the student's accuracy of the assignment improved as a result of parental involvement, while 46 (26.7%) were undecided, 9 (5.2%) disagreed, 4 (2.3%) strongly agreed, and none strongly disagreed. The findings indicated the respondents tended to agree (Mean=3.65) that student's accuracy of the assignment improved as a result of parental involvement.

Moreover, 146 (84.9%) of the respondents were undecided on whether the student's ability to complete assignment was contributed by parental involvement, while 17 (9.9%) agreed, 9 (5.2%) disagreed and none strongly agreed and disagreed. The study findings revealed that the respondents somehow agreed (Mean=3.05) that the student's ability to complete assignment was contributed by parental involvement. Lastly, 132 (76.7%) of the respondents agreed that the student's increased level of engagement in class activities was contributed by parental involvement, while 36 (20.9%) were undecided, 4 (2.3%) disagreed and none strongly agreed and disagreed. The study findings suggested a tendency towards agreement (Mean=3.74) that student's increased level of engagement in class activities was contributed by parental involvement. This suggest that respondents generally believe parental involvement positively influences students' test scores, assignment accuracy, assignment completion, and engagement in class activities. This supports the findings of Astatke et al. (2023) , Özeren & Top (2023) and Jeynes (2024) that students' test scores, assignment accuracy, assignment completion, and engagement in class activities are determined by parental provision of academic tools.

The study findings suggested that the respondents had a strong tendency towards agreement (Mean=3.83) that the students test score increased as a result of parental involvement. The findings indicated the respondents tended to agree (Mean=3.65) that student's accuracy of the assignment improved as a result of parental involvement. The study findings revealed that the respondents somehow agreed (Mean=3.05) that the student's ability to complete assignment

was contributed by parental involvement. The study findings suggested a tendency towards agreement (Mean=3.74) that student's increased level of engagement in class activities was contributed by parental involvement.

These descriptive statistics was followed by a Chi-square test of association. The Chi-square test at $p \leq 0.05$ significance level illustrating statistically significant association between parental provision of academic tools and students' academic achievement in public secondary schools in Navakholo Sub-County, Kenya is as summarized in Table 4. To achieve this, the hypothesis below was tested.

H₀₁: *There is no significant association between parental provision of academic tools and students' academic achievement in public secondary schools in Navakholo Sub-County, Kenya.*

Table 5

Chi-Square Test of Association between Parental Provision of Academic Tools and Students' Academic Achievement

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	547.428 ^a	160	.000
Likelihood Ratio	264.615	160	.000
Linear-by-Linear Association	96.728	1	.000
N of Valid Cases	172		

a. 182 cells (97.3%) have expected count less than 5. The minimum expected count is .01.

Table 5 shows that the p value ($p=0.000$) for parental provision of academic tools was less than 0.05. Therefore, the hypothesis, "there is no significant association between parental provision of academic tools and students' academic achievement in public secondary schools in Navakholo Sub-County, Kenya" was rejected. This implies that there is statistically significant association between parental provision of academic tools and students' academic achievement in public secondary schools in Navakholo Sub-County, Kenya. This concurs with the findings of Onsare and Ogochi (2020) that provision of academic tools positively and significantly influences pupils' academic performance.

V. CONCLUSION & RECOMMENDATION

5.1 Conclusions

The study concluded that there is statistically significant association. Accordingly, when parents supply textbooks and workbooks for academic activities, provide their children with technological devices like calculators, ensure they have the necessary stationery for note-taking and assignments, and offer reference materials like dictionaries and encyclopedias, the academic achievement of students in public secondary schools increases.

5.2 Recommendations

The school management should ensure that parents consistently supply textbooks and workbooks, provide technological devices like calculators, ensure the availability of necessary stationery for note-taking and assignments, and offer reference materials such as dictionaries and encyclopedias to support their children's academic activities.

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