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## **PARENTAL INVOLVEMENT AND PUPILS' ACADEMIC PERFORMANCE AT MWIKI PUBLIC COMPREHENSIVE SCHOOL IN RUIRU SUB-COUNTY, KIAMBU COUNTY, KENYA**

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### **ABSTRACT**

Parental involvement in homework support is a key approach in improving academic performance of pupils. Recently, the new curriculum launched in 2017 involved the parents in the activities of the pupils. Therefore, the study general objective was to examine the effect of parental involvement on pupils' academic performance at Mwiki public comprehensive school in Ruiru sub-county, Kiambu county, Kenya. Specific objective was to determine the effect of homework support on the pupils' academic performance. The study was founded on Epstein framework. Descriptive research design was employed since no manipulation of the variables by the researcher. The target population comprised of 682 pupils from which a sample of 246 pupils was obtained using stratified and simple random sampling techniques. Data was collected using questionnaires while data analysis involved both descriptive and inferential statistics. Hypothesis testing was carried out at 5% significance level and F-statistic was used to test the significance of the model and computed at 95% confidence level. Quantitative data was presented inform of tables and chart. The study found that homework support has a positive significant effect on pupils' academic performance at Mwiki public comprehensive school in Ruiru sub-county, Kiambu county, Kenya. The study recommends that the school should have more of the parents' tailored programs and capacity building on significance of their involvement in children academic progress in order to enhance the students' academic performance. In addition, parents should ensure friendly atmosphere when assisting the pupils during homework assignment. The study called on future research to examine, the effect of parental involvement on students' academic performance in other levels of education. For instance, senior secondary schools, technical institutes and even universities.

**KEYWORDS:** Parental involvement, Pupils' academic performance, Public comprehensive school

## **INTRODUCTION**

### **1.1 Background of the study**

Parental involvement has been linked to increased student performance by most scholars (AL-Matalka, 2014; Kim & Hill, 2015; Severina, 2016; Viray, 2016). When parents are involved in their children's homework they tend to perform better academically and also their motivation attitude towards school is improved. Epstein, Sanders, Sheldon, Simon, Salinas and Janson (2009) identified six categories of parental involvement in students' success in education as parenting style, volunteering, communication, decision making, learning outside school, and collaborating with the community. According to Viray (2016) parental involvement on students' activities can be either direct or indirect. For direct activities parents involves themselves in homework support, communication to the school while indirect activities include parent-teacher and other school meetings, helping with school activities and participating in the running of the school. According to Hungi and Mahuro (2016) parental involvement consist of resources and time commitment towards academic performance of student's time industry.

#### **1.1.1 Parental involvement**

Parental involvement refers to the parents' activities that improve the academic performance of the pupils. For instance, authoritative parenting style, parents volunteering in activities at school, helping their children with homework have been linked to improved performance of students academically (Milad & Sayid, 2011; Paul & Hlanganipai, 2014). Epstein et al. (2009) categorized parental involvement into six classes including, parenting, volunteering, learning at home, decision making and collaboration with the community. Although parental involvement has been associated with improved academic performance of students', Severina, (2016) linked it with reduced academic performance of students in public schools. Therefore, the current study adopted one of the six categories of parental involvement as detailed in Epstein parental involvement framework to examine the effect of parental involvement on academic performance of pupils at Mwiki public primary school in Ruiru sub-county, Kiambu county. Parental involvement was measured using homework support given by parents to their children.

#### **1.1.2 Pupils' academic performance**

pupils' academic performance has been said to be affected by factors inside and outside school including parental involvement (Viray, 2016; Hill, 2015). Pupils' and students' performance in academics has been measured in different ways including, mean grade scored in Kenya Certificate of Secondary Education (KCSE) or Kenya Certificate of Primary Education (KCPE), scores attained in different subject areas like mathematics, geography, biology, chemistry, physics and others (Severina, 2016; Manasi, Juda & Anthony, 2015; Oudo, Poipoi & Were, 2014). The current study measured the pupils' academic performance using marks scored.

## 1.2 Statement of the problem

Parental involvement has been identified as one of the factors which affect academic performance of students and pupils. In Kenya, few studies have been done on parental involvement and academic performance of students and pupils. For instance, Baraka, Gori and Maalim (2022) carried out a study in Dadaab sub-county, Garissa County involving public secondary schools. Similarly, Kaptich, Kiplangat and Munyua (2019) carried out a study involving standard eight pupils in Ainabkor sub-county, Uasin Gishu county and Manasi et al. (2015) also did a study involving primary school pupils Teso north sub-county, Busia County. Moreover, Severina (2016) studied public day secondary schools in Tigania west sub-county, Meru County while Mudibo (2014) study involved secondary school students in Magarini sub-county, Kilifi County. However, all these studies investigated the effect of parental involvement on students' or pupils' academic performance in different sub-counties and counties other than Ruiru sub-county, Kiambu county. Furthermore, there was conflicting results on the effect of parental involvement on pupils' academic performance. For instance, (Severina, 2016; Mudibo, 2014; Koskei, 2014) reported that there was no significant effect of parental involvement on pupils' academic performance while (Baraka et al., 2022; Aysel, 2021; Kaptich et. al, 2019; Manasi, 2015) showed that parental involvement had significant effect on pupils' academic performance. Therefore, it was necessary to carry out the current study to establish the effect of parental involvement as measured by homework support on pupils' academic performance at Mwiki public comprehensive school in Ruiru sub-county, Kiambu county.

## 1.3 Research objectives

### 1.3.1 General objective

The general objective of the study was to examine the impact of parental involvement on pupils' academic performance at Mwiki public comprehensive school in Ruiru sub-county, Kiambu county, Kenya.

### 1.3.2 Specific objectives

The study seeks to achieve the following specific objective.

1) To determine the effect of home work support on pupils' academic performance at Mwiki public comprehensive school in Ruiru sub-county, Kiambu county, Kenya.

## 1.4 Research hypothesis

The study will test the following hypothesis.

*H<sub>01</sub>: Homework support has no significant effect on pupils' academic performance at Mwiki public comprehensive school in Ruiru sub-county, Kiambu county, Kenya.*

## 1.5 Significance of the study

This study will be significant to different stakeholders, including educators, school administrators on the importance of parents' involvement in the pupils' activities outside the school.

### **1.6 Scope of the study**

The study sought to examine the effect of parental involvement on pupils' academic performance at Mwiki public comprehensive school in Ruiru sub-county, Kiambu county. The study specifically evaluated the effect of homework support on pupils' academic performance. The study was conducted at Mwiki public comprehensive school in Ruiru sub-county, Kiambu county. The target population was 682 grade seven and eight pupils. The respondents of the study were pupils. Mwiki public comprehensive school in Ruiru sub-county, Kiambu county was selected because it is the second public primary school with the largest number of pupils in Kenya. The sample size of 246 students was selected using stratified and random sampling techniques. Data was collected using semi-structured questionnaires. Thus, the study was examining the effects of parental involvement on the pupils' academic performance at Mwiki public comprehensive school in Ruiru sub-county, Kiambu county.

### **1.7 Limitation of the study**

The limitation of the study was contextual scope of the study since this study was covering only one sub-county in Kiambu county out of the twelve sub-counties. Hence this study may suffer from generalization of the findings to all sub-counties in Kiambu county.

### **1.8 Organization of the study**

The study is structured into five chapters. Chapter one covers, the introduction of the concepts of the study, statement of the problem, research objective, hypothesis, scope of the study, limitation of the study and organization of the study. Chapter two covers the theoretical framework informing the study, empirical literature reviewed relating to the research objective, conceptual framework. Chapter three presents research design, empirical model, test of hypothesis, target population, sample size and sampling procedure, instrument for data collection, validity and reliability tests on instrument for data collection, data collection procedure, operationalization of the variables of the study, data analysis and ethical considerations. Chapter four presents the data analysis results and discussions of the study findings. Chapter five presents the study summary, conclusions, study recommendations, contributions to body of knowledge and areas requiring further research.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter includes the key theory that support the study variables, empirical literature on the variables of the study and the gaps that were filled by the current study.

### **2.3 Theoretical review**

The study was informed by Epstein's parental involvement Framework.

### 2.3.1 Epstein's parental involvement Framework

Epstein et al. (2009) noted that parental involvement in pupils' academic achievement can be grouped into six classes; parenting style, volunteering, communication, decision making, homework support and collaborating with the community. They further noted that for the academic performance of the pupils to improve; the school, pupils and the community must work together. The current study measured parental involvement as homework support. Therefore, the current study examined the effect of parental involvement on pupils' academic performance at Mwiki public comprehensive school in Ruiru sub-county, Kiambu county.

### 2.4 Empirical review

This section includes reviewed studies on parental involvement and pupils' academic performance.

#### 2.4.1 Parental involvement and pupils' academic performance

Baraka, Gori and Maalim (2022) established the relationship between parent participation and student academic performance in public secondary schools in Dadaab sub-county, Garissa County. Descriptive research design was used and data analyzed using both quantitative and qualitative techniques. Target population was 1198. A sample of 300 respondents was selected using stratified sampling method. Constructs for parental participation were; decision making, school financing activities, motivation, maintenance of school physical facilities. The study noted a significant relationship between parent participation and student academic performance. However, the study was done in a different context other than Ruiru sub-county and hence the results cannot be generalized in Ruiru sub-county. Moreover, the study was done in public secondary schools and not public primary schools. Thus, the current study established the effect of parental involvement on pupils' academic performance at Mwiki public comprehensive school in Ruiru sub-county, Kiambu county.

Aysel (2021) studied the relationship between parental involvement and academic achievement in Turkey. The study found that when parents were involved in both homes based and school-based activities of their children they performed well. The study recommended that the school should have more of the parents' programs so as to enhance the student performance. However, this study was done outside Kenya with different economic, political and social settings. Thus, the current study will be carried out in Kenya to test the effect of parental involvement on academic achievement of pupils at Mwiki public comprehensive school in Ruiru sub-county, Kiambu county. The current study defined parental involvement as homework support.

Smokoska (2020) investigated the effect of parental involvement on student academic achievement in middle school in Illinois. A survey was used to collect data from seventh grade students and their parents while sampling was done purposefully. Data was analyzed using quantitative techniques. The results revealed that there was a significant relationship between parental involvement and student academic achievement. The constructs were homebased and communication with the school for parental involvement while the test scores for English and Mathematics measured student academic

achievement. However, the study was done outside Kenya which has different settings on political, social and economic factors. Furthermore, sample of study involved grade seven students, their parents which was obtained purposively. This may contain bias from the researcher. Hence, hindering generalization of the results. The current study empirically tested the effect of parental involvement on pupils' academic performance using a sample of 246 students who were chosen using stratified and random sampling techniques.

Kaptich, Kiplangat and Munyua (2019) carried out a study on the relationship between parental involvement in pupils' educational activities at school and their academic performance in Ainabkor sub-county, Kenya. Ex-post facto research design, stratified and random sampling were used to select a sample of 331 students out of 2404 target population. Data analysis was done using percentages, frequencies, means and chi-square. The construct of parental involvement was home environment. The academic performance was measured by end term examination marks. The study found that involvement of parents in pupils' homework assistance enhanced their performance. However, this study was done in Ainabkor sub-county and the results cannot be generalized at Mwiki Public comprehensive school in Ruiru sub-county. Therefore, the current study was carried out in Ruiru sub-county to test the effects of parent supporting the pupils' homework on their academic performance. Also descriptive research design was used since no manipulation of the study variables took place, the researcher described the characteristics of the study variables.

Choudhuri and Jaiswal (2017) conducted a review on the relationship between parental involvement and students' academic performance. The study noted that, parental involvement constructs used by different studies were; parental style, parents' expectations, parental home involvement, parental school involvement. The study further established that parenting style was positively associated with academic performance across all school levels, although this finding was inconsistent across ethnicity, culture and socioeconomic status. In addition, homebased and school-based activities were positively related to students' academic performance with some inconsistencies. Finally, parental expectations had the strongest effect on academic performance compared to other types of parental involvements. However, the study has no empirical foundation, thus was a need to carry out an empirical analysis on the study variables.

Chuen and Kuan (2017) conducted a study on the parental involvement and academic achievement in elementary school students in Malaysia. A quantitative survey design was used while a sample of 150 parents was drawn using purposive sampling selection method. The constructs of parental involvement included; parental role construction, parental self-efficacy, parental perception of life context, parental perception of specific invitations for involvement from child, parental perception of specific invitations for involvement from child's teacher, parental involvement from home and school-based activities while academic achievement was measured using standardized tests used in grading the student learning abilities. The results from the study showed that only self- efficacy had a significant effect on academic achievement. All other constructs had no significant relationship with academic



achievement. However, the sampling method was purposive which has bias of the researcher, hence the results of the study cannot be generalized. The study was conducted in another context other than Kenya, therefore the results of this study cannot be generalized in Kenya with different structures of political, social and economic. Furthermore, the study found that home based activities had no relationship with academic achievement. Therefore, the current study empirically tested the effect of homework support on the pupils' academic performance at Mwiki public comprehensive school in Ruiru sub-county, Kiambu county.

Hungi and Mahuro (2016) studied the impact of parental participation on pupils' academic achievement Iganga and Mayuge districts in Uganda. The study employed a cross-sectional design and cluster sampling to select a sample of 2669 grade six students attending public and private primary schools. Data was collected using a survey method and analyzed using multiple regression analysis. The results of the study indicated that parental involvement strongly related with student academic performance. The study measured parental involvement using parenting style and communication while academic achievement by pupils was measured using test scores of both English and Mathematics. However, the study was done in Uganda where political, economic and social structures differ with those in Kenya. Moreover, the study covered both public and private primary schools but the current study was done in public school only. Performance of pupils in academic was measured using the marks scored.

Severina (2016) established the effect of parental involvement on students' learning at home on academic performance in public day secondary schools in Tigania west sub-county in Meru County. The study employed a descriptive survey design and a sample of 30 students, 6 principals and 30 parents obtained using purposive sampling from a population of 28 schools and 2225 students. The study noted that parents' involvement in their children's homework was weak which was reflected in their academic performance. Further, the study was done in public secondary schools in Tigania sub-county in Meru County and whose results cannot be generalized in other counties. Therefore, the current study tested the impact of parental involvement as measured by homework support on pupils' academic performance at Mwiki public comprehensive school in Ruiru sub-county in Kiambu county. Viray (2016) examined the relationship between parental involvement and student academic performance in Philippines. The study used descriptive research design and a random sample of 332 students in Masanto high school. The study reported that parental involvement related strongly with the student academic performance. The parental involvement was defined as the six Epstein parental involvement framework including; communication, volunteering, learning at home, decision making, parenting and collaboration. However, the study was done in Philippines which has different political, social, and economical structures. Moreover, the study concentrated with secondary school but the current study was done at Mwiki public comprehensive school in Kenya. Furthermore, the current study used stratified and random sampling technique to select a sample of 246 grade seven students. Finally, the current study defined parental involvement as homework support which is one of the six type of Epstein parental involvement framework.

Manasi, Juda & Anthony (2015) did a study on parental involvement in homework and primary school academic performance in Kenya. Descriptive research design and questionnaires, semi-structured interviews and document analysis were used to collect data. A sample of 532 respondents was drawn using random sampling. The study reported that parent involvement had a positive and significant effect on academic performance. Also, female parents assisted the students more with homework than male parents. Parental involvement was measured by homework support by parents. However, this study was carried out in Teso north sub-county, Busia. Therefore, the current study was carried out in Ruiru sub-county at Mwiki public comprehensive school and measured parental involvement using homework support.

Koskei (2014) investigated the influence of parental involvement on students' academic performance of public mixed day secondary schools in Kuresoi sub-county, Nakuru county. The study employed ex-post facto design. The researcher used a sample of 180 form four students selected using stratified random sampling technique. Reliability test was done using split-half method. Parental involvement was measured using parental involvement in educational activities of students. The data was collected using a questionnaire and analyzed using both qualitative and quantitative techniques. The students' academic performance was measured using end of year mean marks for all subjects. The study revealed that parental involvement had no significant effect on students' academic performance. However, the study was done in a different county other than Kiambu county which has different settings. Moreover, the study used an ex-post facto design while the current study used a descriptive research design. Furthermore, the study tested reliability of the data instrument using split-half method while the current study employed Cronbach alpha. The parental involvement was measured using homework support while pupils' academic performance was measured by marks scored.

Mutongi and Ngirande (2014) carried out a study on the impact of parental involvement on student performance in South Africa. The study used stratified and random sampling to select a sample from the target population. Quantitative research approach was employed while questionnaires collected the data. The study noted that there was a positive effect of parenting style, parent-teacher communication and home and family support. However, the study was done in a different context from Kenya. The current study was carried out in Kenya and defined parental involvement as the homework support while data was collected using questionnaires.

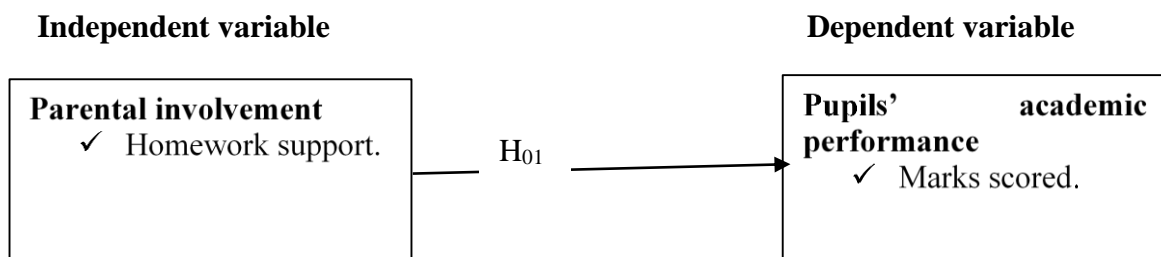
Mudibo (2014) carried out a study on the effect of parental involvement on students' academic success in secondary schools in Kenya. Descriptive research design was employed while a sample of 85 secondary schools was randomly taken from the population using simple random sampling technique. The study reported a low parental involvement was noted which led to low academic performance of students. However, the study was done in Magarini sub-county, Kilifi County. Moreover, the study was done in secondary schools. Thus, the current study examined the effect of parental involvement



on pupils' academic performance at Mwiki public comprehensive school in Ruiru sub-county, Kiambu county.

Milad and Sayid (2011) did a study on the role of parental involvement in children's' academic performance in Tehran. The study categorized parental involvement into six categories; volunteering, homework support, attending parental classes, school activities and political involvement, communication with teachers. They reported that students with higher level of parental involvement performed better than those whose parent involvement was low. However, the study was done in a different context than Kenya. Moreover, the respondents of the study were only boys. Therefore, the current study was carried out in Kenya, used both boys and girls as respondents and adopted one type of Epstein's parental involvement framework, that is homework support to establish the effect of parental involvement on pupils' academic performance at Mwiki public comprehensive school in Ruiru sub-county in Kiambu county.

### 2.5 Conceptual framework



**Figure 2.1: Conceptual framework**  
**Source: Study Data (2024)**

The conceptual framework shows the relationship between independent and dependent variable i.e. parental involvement and students' academic performance respectively. The conceptual framework was shown in figure 2.1.

### 2.6 Summary of empirical review and gaps identified

From the literature reviewed on the effect of parental involvement on academic performance of pupils. It was noted that most studies were carried outside Kenya, hence identified contextual gaps, while those carried out in Kenya were from different counties other than Kiambu county and omitted the theoretical framework. Hence, the current study examined the effect of the parental involvement on the academic performance of pupils at Mwiki public comprehensive school in Ruiru sub-county, Kiambu county.

### CHAPTER THREE: RESEARCH METHODOLOGY

#### 3.1 Introduction

This chapter covers the plan that the researcher used to find answers to the research hypothesis. It includes, research design, test of hypothesis, target population, sample and sampling procedure, data collection instrument and procedure, operationalization of the variables, data analysis and ethical considerations.

#### 3.2 Research design

The researcher adopted descriptive research design since no manipulation of the independent variables took place and therefore the researcher was describing the characteristics of the population of study so as to achieve the study objective (Hill et al., 2015). Thus, the characteristics of parental involvement and pupils' academic performance variables were described.

#### 3.3 Empirical model

Linear regression was used to establish the relationship between parental involvement and pupils' academic performance. The model was considered fit since the dependent variable was a continuous variable (Kothari, 2014).

$$PER_p = \beta_0 + \beta_1 HWS_{hw} + \varepsilon \dots\dots\dots 3.1$$

Where:

$PER_p$  = Composite index for pupils' academic performance

$\beta_0$  = A constant term, and it is equal to the outcome variable when all regressors' values are zero

$hw$  = Composite index for homework support

$\beta_1$  = Regression coefficient

$\varepsilon$  = Error term.

#### 3.4 Test of hypothesis

The hypothesis was tested using empirical model 3.1 and the decision criteria was to accept null hypothesis if p-value is greater than 0.05, otherwise reject the null hypothesis as shown in table 3.1.

**Table 3.1: Hypothesis Testing**

Hypothesis	Statistical test	Interpretation
Homework support has no significant effect on pupils’ academic performance at Mwiki public comprehensive school in Ruiru sub-county, Kiambu county, Kenya.	$PER_p = \beta_0 + \beta_1 HWS_{hw} + \epsilon$ .....3.1	Note the values of $r^2$ , $\beta_1$ , F-statics  <b>For the regression model,</b>  If $p < 0.05$ , Reject $H_{01}$  If $p > 0.05$ , Accept $H_{01}$

Source: Researcher (2024)

**3.5 Target population**

The target population for the current study consists of all grade seven pupils at Mwiki public comprehensive school. The school was chosen, since it is the second public comprehensive school with the largest number of pupils in Kenya. The target population was 682 pupils consisting of 353 boys and 329 girls in seventh grade and eight at Mwiki public comprehensive school in Ruiru sub-county, Kiambu county.

**3.6 Sample size and sampling procedure**

The sampling frame of the study consists of all pupils in grade seven and eight. The register was provided by the head teacher. A sample should be a true presentation of the population. According to Mugenda & Mugenda (2013), a sample of 50 percent is desirable while a sample of between 10 and 30 percent is an acceptable representation of the population. Based on the argument above, the study grouped the target population into two strata based on gender (boys and girls) and adopted stratified sampling and random sampling method to choose a sample of 246 students which was 36% of the whole population of the pupils in grade seven and eight. The sample size of 246 was arrived at by calculating the target population of 682 pupils at Mwiki public comprehensive school in Ruiru sub-county, Kiambu county with a 95% confidence level and a margin error of 0.05 using the formula adopted from (Field, 2018).

$$n = \frac{Z^2 \cdot N \cdot \delta\rho^2}{(N - 1)e^2 + Z^2\delta\rho^2}$$

Where; n = Size of the sample

N = Size of the population and given as 682.

e = Margin error and given as 0.05.

$\hat{\rho}$  = The standard deviation of the population and given as 0.5 where unknown.

Z = Standard variate at a confidence level of 95% confidence level and given as 1.96.

**Table 3.2: Sampling matrix**

Operational area	Total number	Ratio	Sample size
Pupils- boys	353	0.36	127
Pupils- girls	329	0.36	119
<b>Total</b>	<b>682</b>		<b>246</b>

Source: Researcher (2024)

### 3.7 Data collection instrument

The study used semi-structured questionnaires to collect data from pupils. Questionnaires were used since they can collect large amount of data within a short time and at the same time ensured confidentiality and anonymity of the data source (Kothari, 2014). The data contained two sections, one collecting information relating to the respondents' demographics while the second section focused on collecting information about the study variables.

### 3.8 Pilot testing

Pilot testing was carried out to establish the validity and reliability of the data collection instrument and to enhance face validity (Severina, 2016). According Mugenda & Mugenda (2013) a pilot sample should be between 1% and 10 % of the larger sample. Therefore, the pilot testing was done by administering questionnaires to 25 pupils who were not included in the final sample. The pilot sample pupils were chosen through random sampling. The results obtained enhanced the validity and reliability of the instrument for data collection.

### **3.8.1 Validity of the research instrument**

The researcher tested for validity, which is whether the instrument measured what it was intended to measure using experts in research like supervisor, other lecturers, students who have already finished their projects (Manasi, 2015).

### **3.8.2 Reliability of the research instrument**

Reliability of an instrument refers to the consistency of the results on various occasions but under the same conditions. According to Kothari (2014), reliability of 0.6 or above is considered to be adequate. Therefore, the researcher measured the reliability of the questionnaire using Cronbach alpha (reliability coefficient).

### **3.9 Data collection procedure**

The questionnaires were administered as drop and pick to allow the respondents to go through the questions and understand them. Collection of the questionnaires was done after three days.

### **3.10 Operationalization of the variables**

The variables of the study were measured as; parental involvement was measured using homework support while pupils' academic performance was measured using marks scored.

### **3.11 Data analysis**

The researcher analyzed data using both qualitative and quantitative techniques (Kothari, 2014) while hypothesis was tested at 0.05 significance level which is the level recommended for social research (Mugenda & Mugenda, 2013).

### **3.12 Ethical consideration**

The study adopted the principles of ethical considerations developed by Bell and Bryman (2007). The pupils were not subjected to harm in any way and their full consent was obtained earlier before the study started. The informed consent letters were sent to the parents through the teachers. The pupils participated voluntarily and they had a right to withdraw from the study at any stage without giving any explanation. In data handling, confidentiality was ensured through assigning the pupils participating in the study each a number instead of use of names. Also, the researcher maintained the results of the study secure and used the data for the purpose of the study only. Moreover, the researcher remained objective when discussing the results of the study and any communication during research was done with honesty and transparency.

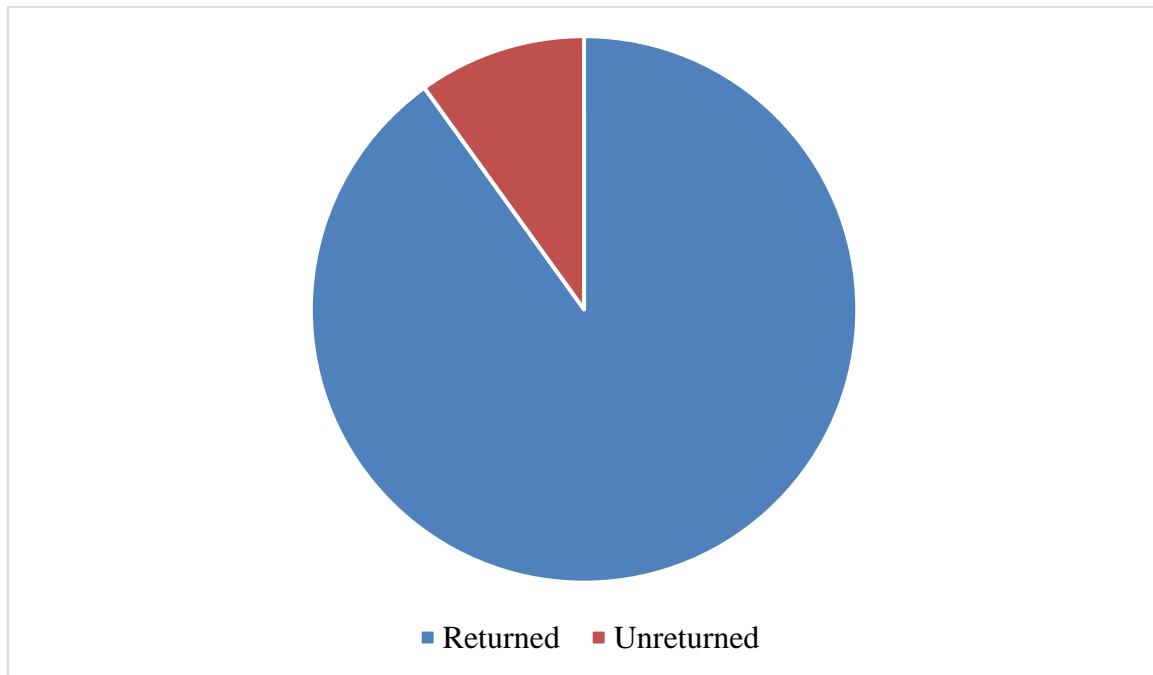
## **CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSION**

### **4.1 Introduction**

Chapter four outlines the research analysis findings, discussion and interpretation of the results based on the research objective. In addition, section focuses on response rate, descriptive analysis and regression analysis.

#### 4.2 Response Rate

The responses were obtained from 232 students of Mwiki comprehensive school. The response rate results are presented in figure 4.1.



**Figure 4.1: Response rate**  
**Source: Research data, (2024)**

The research results in figure 4.1 shown that questionnaires which were properly filled accounted for 94.3% response rate. The questionnaires that were not received back and incomplete accounted to 5.7%. Mugenda (2019) opined that where the response rate is 50% implied adequate, when it reaches 60% then its good and when it goes beyond 70% then it's excellent. The response rate of 94.3 was deemed acceptable and excellent for analysis and reporting.

#### 4.3 Reliability tests

The reliability test was conducted to establish whether the research instruments were reliable. A sample of 25 respondents was used to conduct a pilot test which were not included in the final study. The results for reliability test are shown in Table 4.1



**Table 4.1: Reliability Test Results**

Variables	Reliability Statistics		Conclusion
	Cronbach's Alpha	No. of Items	
Homework support	0.814	8	Scale Reliable
Academic performance	0.769	3	Scale Reliable
Overall Reliability	0.792	11	Instrument was Reliable

Source: Survey data (2024)

The results in Table 4.1 indicated that homework support and academic performance had an alpha of 0.814 and 0.769 which were above 0.6, which inferred that the instruments were reliable. The entire questionnaire provided the overall reliability of 0.792 which indicated the reliability of the research instrument. Basing on the Cronbach’s Alpha with  $\alpha$  greater than 0.6, the results were deemed to be internally consistent.

#### 4.4 Demographic Information

The study acquired information concerning features of respondents involved in the study. The information attained comprised gender and grade of students at Mwiki comprehensive school. The findings were shown in table 4.2

**Table 4.2: The respondents’ demographic information**

		Frequency	Percent
Gender	Male	122	53
	Female	110	47
	<b>Total</b>	<b>232</b>	<b>100</b>
Age bracket	Below 13 years	114	49
	14-15 years	118	51
	<b>Total</b>	<b>232</b>	<b>100</b>

		Frequency	Percent
Grade	Grade 7	114	49
	Grade 8	118	51
	<b>Total</b>	<b>232</b>	<b>100</b>

Source: Research data, (2024)

The result in table 4.1 revealed that male accounted for 53% while female accounted for 47%. This information from the findings showed that there was gender diversity in Mwiki public comprehensive school in Ruiru sub-county in Kiambu county, Kenya. The data results on age indicated that 49% of the learners were below 13years whereas the age bracket 14-15 constituted 51%. In addition, the result established that participants in grade 7 accounted for 49% whereas grade 8 accounted for 51%, these findings inferred that there was proper sampling of participants.

#### 4.5 Descriptive analysis results

The descriptive statistics presented a summary of the study variables' features that were shown by the mean and standard deviation concerning homework support and academic performance.

##### 4.5.1 Homework support

Parental homework support involves the parents' activities that improve the academic performance of the pupils. For instance, authoritative parenting style, parents volunteering in activities at school, helping their children with homework have been linked to improved performance of students academically (Milad & Sayid, 2011; Paul & Hlanganipai, 2014).

In order to explore the impact of parental homework support on students' academic performance, participants were provided with a five-point Likert scale to use in their comments. The variable results were shown in table 4.3.

**Table 4.3: Descriptive statistics for Homework support**

Statement	Mean	Std. Deviation
Motivated to do homework.	3.9138	1.15146
Assistance when having difficulties.	3.8836	1.00617
Observation when carrying out assignments.	3.7974	1.09600
Friendly atmosphere prevails when I'm getting assistance	3.6724	1.18633
Materials are provided when in need.	3.7543	1.16030
Opportunity to do homework together.	3.8362	1.11226
Conducive environment is provided.	3.8534	1.16778
Adequate time for assignment is provided.	3.9095	1.11094
<b>Average</b>	<b>3.8249</b>	<b>0.73578</b>

**Source: Research data (2024)**

The table 4.3 research findings show that homework support variable had a mean score of 3.8249, with a standard deviation of 0.73578. This inferred that respondent agreed that parental homework support is provided. In addition, the results shown that respondents were motivated to do homework as revealed by a mean score of 3.9138 whereas a standard deviation of 1.15146 implied moderate variation in views showing that majority of respondents were in agreement that they were motivated to do work. Assistance when having difficulties posted by a mean of 3.8836 and a standard deviation of 1.00617 which revealed that most of the respondents agreed that they usually acquire assistance. The respondents view on whether observation was done when carrying out assignments, most were in agreement as shown by a mean score of 3.7974 and a standard deviation of 1.09600. The mean score of 3.6724 and a standard deviation of 1.18633 revealed that friendly atmosphere prevailed when respondents were getting assistance.

In addition, views on materials are provided when in need had the overall mean score of 3.7543, which is rounded off to 4 that denotes agree and standard deviation of 1.16030 indicate minimal variation from the respondents. Likewise, the mean score of 3.8362 means that respondents were in agreement that they had opportunity to do homework together with their parents with minimal diverse views as indicated with the standard deviation of 1.11226. Furthermore, a standard deviation of 1.16778 meant significant differences amongst respondents regarding whether conducive environment is provided but majority agreed as revealed by a mean score of 3.8534. Alternatively, the respondents agreed that

adequate time was provided when carrying out assignment as shown by a mean score of 3.9095 and a standard deviation of 1.11094. In conclusion the aggregate mean score of 3.8249 and standard deviation of 0.73578 illustrated that the respondents agreed that parental homework support influenced students' academic performance.

#### 4.5.2 Students academic performance

Pupils' academic performance has been said to be affected by factors inside and outside school including parental involvement (Viray, 2016; Hill, 2015). Students' performance in academics has been measured in different ways including, mean grade scored, marks scored and quality of the projects and assignments done.

**Table 4.4: Descriptive statistics for students' academic performance**

Statement	Mean	Std. Deviation
Homework assistance improves pupils' grades.	4.1202	1.00137
Homework support enhances pupils' marks.	4.0000	0.95141
Quality of the project results improve when the pupils are supported.	3.9614	1.05588
<b>Average</b>	<b>4.03</b>	<b>0.812</b>

Source: Research data (2024)

The result of table 4.4 indicates the aggregate mean score of 4.03 and a standard deviation of 0.812, these results infer that respondent majorly agreed that parental homework support influences students' academic performance at Mwiki public comprehensive school in Ruiru sub-county in Kiambu county, Kenya. The respondents' perception on homework assistance improved pupils' grades posted a mean score of 4.1202 and a standard deviation of 1.00137 this implied respondent's agreement with minimal divergence views. The information also shown that participants agreed that homework support improved pupils' marks scored as indicated by a mean score of 4.0000 and a standard deviation of 0.95141. Quality of the project results improved when the pupils are supported accounted for 3.9614 mean score signifying that most of the respondents agreed that homework support is a major aspect in influencing how wells students perform academically.

#### 4.6 Test of hypothesis

The study aim was to determine the effect of homework support on pupils' academic performance at Mwiki public comprehensive school in Ruiru sub-county, Kiambu county, Kenya. Simple regressions analysis was used to test for hypothesis on whether that parents' homework support had effect on students' academic performance at Mwiki comprehensive school in Kiambu County, Kenya. A simple

linear regression was performed at a 95% confidence level (0.05) to evaluate the direct link hypothesis, using students’ academic performance as the dependent variable whereas homework support as the independent variable. The general objective of the study was to examine the impact of parental involvement on pupils’ academic performance at Mwiki public comprehensive school in Ruiru sub-county, Kiambu county, Kenya.

The empirical model:

$$PER_p = \beta_0 + \beta_1 HWS_{hw} + \varepsilon$$

Where:

$PER_p$  = Composite index for pupils’ academic performance

$\beta_0$  = A constant term, and it is equal to the outcome variable when all regressors’ values are zero

$hw$  = Composite index for homework support

$\beta_1$  = Regression coefficient

$\varepsilon$  = Error term.

Table 4.5, 4.6 and 4.7 respectively reveals the findings of the regression analysis

**Table 4.5: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.208 <sup>a</sup>	.043	.039	.79652
a. Predictors: (Constant), Parents ‘Homework support				

Source: Survey data (2024)

The results of table 4.5, R is the correlation coefficient; R of 0.208, indicates that there is a weak positive correlation or relationship between parents’ homework support and pupils’ academic performance. The adjusted R square was used to determine model’s predictive power that was

established to be 0.039. This signified that parents’ homework support explain 3.9% of the variation in pupils’ academic performance. The remaining 96.1% of pupils’ academic performance variation is explained by variables other than parents’ homework support. This finding concurs with Baraka et al. (2022); Aysel (2021); Smokoska (2020) and Kaptich et al. (2019) that there was a significant relationship between parental homework support and student academic performance. Thus, the students with higher level of parental involvement performed better than those whose parent involvement was low.

**Table 4.6: ANOVAa for Parental Homework Support and Pupils Academic Performance**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.570	1	6.570	10.356	.001 <sup>b</sup>
	Residual	145.922	230	.634		
	Total	152.492	231			
a. Dependent Variable: pupils’ academic performance						
b. Predictors: (Constant), parents’ homework support						

**Source: Survey data (2024)**

Table 4.6 results show that analysis of variance for parents’ homework support and pupils’ academic performance show a p-value  $0.001 < 0.05$  which indicate that the regression relationship was significant in predicting how parental homework support influences pupils’ academic performance in Mwiki public comprehensive school in Ruiru sub-county in Kiambu county, Kenya. The  $F(1, 230) = 10.356$  which is greater than the F critical (table value = 3.89), indicating that the whole model was significant and adequate for predicting pupils’ academic performance.



**Table 4.7: Table of regression coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.152	.277		11.363	.000
	Parents' Homework Support	.229	.071	.208	3.218	.001

a. Dependent variable: pupils' academic performance

**Source: Survey data (2024)**

From the results in table 4.7, the regression model can be summarized as below.

$$PER_P = 3.152 + 0.229HWS_{hw} + \epsilon$$

The findings in table 4.7 shows that when parents' homework support is held constant, pupils' academic performance would be equal to 3.152. The results further show, holding all other factors an increase in homework support increases students' academic performance by 0.229. The summarized statistics established that unstandardized beta coefficient for parents' homework support is 0.229 with probability-value of 0.001. Based on null hypothesis homework support has no significant effect on pupils' academic performance at Mwiki public comprehensive school in Ruiru sub-county, Kiambu county, Kenya. The coefficient is 0.229 and the probability-value is 0.001, led to rejection of the null hypothesis since the probability-value was less than 0.05. This implies that homework support had a positive and significant impact on the pupils' academic performance at Mwiki public comprehensive school in Ruiru sub-county, Kiambu county, Kenya.

This finding was in agreement with Baraka et al. (2022); Aysel (2021); Smokoska (2020) and Kaptich et al. (2019) that there was a significant relationship between parental homework support and student academic performance. However, the following studies differed with the results; Choudhuri and Jaiswal (2017) that parental expectations had the strongest effect on academic performance compared to other types of parental involvements. The results further disagreed with Chuen and Kuan (2017) that only self- efficacy had a significant effect on academic achievement but all other constructs had no significant relationship with academic achievement. Furthermore, the findings were inconsistent with Koskei (2014) that parental involvement had no significant effect on students' academic performance.

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Introduction**

This chapter provides research's findings summary as well as conclusions, contributions of study to knowledge, recommendations for policy and practice and areas of future research.

### **5.2 Summary of the Study**

Parental involvement in homework support is a key approach in improving academic performance of pupils. Recently, the new curriculum launched in 2017 has involved the parents in the activities of the pupils. Therefore, the study general objective was to examine the effect of parental involvement on pupils' academic performance at Mwiki public comprehensive school in Ruiru sub-county, Kiambu county. Specific objective was to determine the effect of homework support on the pupils' academic performance. The study was founded on Epstein framework. Descriptive research design was employed since no manipulation of the variables by the researcher was done. The target population comprised of 682 pupils from which a sample of 246 pupils was obtained using stratified and simple random sampling techniques. Data was collected and analyzed using questionnaires, descriptive and inferential statistics respectively.

The objective of the study was to determine the effect of homework support on the pupils' academic performance at Mwiki Comprehensive school in Kiambu County. The results established a significant positive relationship between parents' homework support and pupils' academic performance. Thus the students with higher level of parental involvement performed better than those whose parent involvement was low. This finding concurred with Baraka et al. (2022); Aysel (2021); Smokoska (2020) and Kaptich et al. (2019) that there was a significant relationship between parental homework support and student academic performance.

### **5.3 Conclusion**

The study sought to examine the effect of parental involvement on pupils' academic performance at Mwiki public comprehensive school in Ruiru sub-county, Kiambu county. The study concluded that parental homework supports improved pupils' academic performance. Homework support also promoted quality output from learner's assignments and project work. Furthermore, homework support enabled learners to achieve better grades in examinations. Equally the students' marks scored in examinations improved as a result of homework support.

### **5.4 Recommendations**

The study underscored that homework support influence students' academic performance. To improve learners' academic performance, the school, pupils and parents must work together. The study recommends that the school should have more of the parents' tailored programs and capacity building on significance of their involvement in children academic progress in order to enhance the students' academic performance. Parents should ensure friendly atmosphere when assisting the pupils during homework assignment. The study noted that homework support brings benefits to education

achievement as it's tailored to assist in meeting student's individual needs. Hence, ministry of education needs to sensitize and motivate parents on importance of supporting students in academic endeavours.

### 5.5 Contribution to Knowledge

The study conveyed the essential empirical evidence in evaluating homework support and pupils' academic performance. The study shown that there was a positive and significant relationship between homework support and students' academic performance. The study can be an eye opener to parents and guardians to invest resources in their children if they require better performance. The study will be a basis for other research in similar area and other context in order to verify the findings.

### 5.6 Suggestion for Further Research

The study focused on examining the effect of parental involvement on pupils' academic performance at Mwiki public comprehensive school in Ruiru sub-county, Kiambu county. Thus, studies in other levels of education can be conducted like in senior secondary schools, technical institutes and universities. This study can also be replicated in other sub-counties, counties and a country as a whole and beyond. Apart from parents' involvement other studies can be carried out on other stakeholders like the community and the government how they impact learners' performance.

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**APPENDICES**

**Appendix I: Research Questionnaire**

This questionnaire seeks information on the effect of **the effect of parental involvement on students’ academic performance at Mwiki public comprehensive school in Ruiru sub-county in Kiambu county, Kenya**. Kindly, respond to the following questions as requested. All information obtained will be treated with strict confidence and there is no right or wrong answer, just express your opinion. Kindly, do not include your name on this questionnaire. Answer all the questions below by ticking (√) the option that applies.

**SECTION 1: DEMOGRAPHIC INFORMATION**

1. What is your age (kindly tick (√) one)  
 Below 13 years [ ]                      14-15 years [ ]
2. What is your grade.....
3. State your gender  
 Female [ ]                                      Male [ ]

**Section 2: Homework Support**

S/NO.	Aspects of Homework Support	Strongly Disagree=1	Disagree=2	Neutral=3	Agree=4	Strongly Agree=5
1	Motivated to do homework.					
2	Assistance when having difficulties.					
3	Observation when carrying out assignments.					
4	Friendly atmosphere prevails when I'm getting assistance					
5	Materials are provided when in need.					
6	Opportunity to do homework together.					



7	Conducive environment is provided.					
8	Adequate time for assignment is provided.					

**Thank you for your participation**

**Section 3: Pupils' Academic Performance**

S/NO.	Aspects of Pupils' Academic Performance	Strongly Disagree=1	Disagree=2	Neutral=3	Agree=4	Strongly Agree=5
1	Homework assistance improves pupils' grades.					
2	Homework support enhances pupils' marks.					
3	Quality of the project results improve when the pupils are supported.					

**Thank you for your participation**