

Influence of Parental Involvement On Academic Achievement Of Pupils In Public Primary Schools In Rachuonyo South Sub-County, Kenya

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Abstract: *There is increased demand for academic achievement in public primary schools in the world today. Parents of pupils in public primary schools are often faced with unique challenges that hinder them from meeting their pupils' needs in academic achievement. Statistics at Rachuonyo South Sub County Education Office (2018) indicated that only; 46% in 2013, about 42% in 2014, 39% in 2015, 37% in 2016, 37% in 2017 and 36.7 in 2018 of parents in Rachuonyo South Sub County got involved, this was a small percent as compared to other Sub Counties in Homa Bay County as compared to Suba, Rachuonyo North, Mbita, Rachuonyo, Ndhiwa, and Homa Bay which had better percentage in parental involvement from 2011 to 2018. The study was based on Cognitive Development Theory and conceptualized on how four variables interrelate. The study design was sequential explanatory. The study population consisted of 377 teachers, 660 parents, 75 head teachers and 2250 pupils drawn from 75 public primary schools. Stratified sampling technique was used to select 23 primary schools and 675 pupils, random sampling was used to select 23 head teachers, and purposive sampling was used to select 198 parents and 113 teachers. Validity of instruments was established by presenting the instruments to two of the supervisors for verification. Quantitative data was analyzed using descriptive statistics; frequencies and percentages. Qualitative data was transcribed, reported, and presented in narratives.*

Keywords: *Influence, Involvement, Academic, Achievement, Public, Pupil, School,*

1. INTRODUCTION

Various types of measures can be applied when looking at the term parental involvement such as parents' educational aspirations for their children, helping with homework (Dumont et al, 2012). When community, family and school work towards supporting children's academic achievement, children tend to work hard in school and like school the more. According to Hill and Craft (2013), while parental involvement has been found to be related to increased academic achievement, the mechanisms through which parental involvement exerts its influence on a pupil's academic achievement are not yet fully understood. Today, the family structure is quite different, it is uncommon to find only one parent as the bread winner. With the new family setting the financial demand today, many parents are not able to support their children's education when it comes to parental involvement (Burns, 2010).

Research has shown disconnection between parental involvement, as well as assistance, in learning activities and because of this family structure, schools have been forced to do more task and responsibilities in educating pupils, both socially and academically. Glewwe &

Kremer (2006) says that the child first educator is the parent and most essential teacher in life and he/she was expected to be in the central part of the child's early school or journey because it is believed that a child and parent should grow together and has a rewarding experience. Child's learning starts at home through family interaction and this extend to school. Sofie, Cabus, & Aries (2017). Ahen (2007) while studying parental involvement in Turkey, he said that children learn best when they have the opportunities to interact with the environments, and particularly with parents who are a vital part of children's environments. He argued that parent involvement activities such as practicing interactive homework creates opportunities for children to interact meaningfully with parents such that children construct their own knowledge within both social and physical environment through this process (Bailey & Ross, 2004). Many variables that affect pupils' academic achievement which manifests itself in examination outcome. Some of these variables are either home based or school based (Muolo, 2010). Parents provide hidden labor that supports and compliments that of the school's staff. Kariuki (2014) study on parental involvement establishes that few parents inspected their children's work and did very little help with homework. Although this may be as a result of illiteracy on the side of many parents, study indicated that even literate showed very little interest in their children's home work. Parents can be involved in the academic achievement of their children's by discussing school events and programs with their children, helping with homework, setting homework time or room, being available for the pupil at home, providing all the basic needs for the child, volunteering at school, knowing the parents of their child's friends, attending school meetings and monitoring child's study progress at home and school (Jeynes, 2010).

STATEMENT OF THE PROBLEM

Although parental involvement is a critical factor in children's educational success, much less is known about the psychological factors that motivate parents' involvement practices. The mechanisms through which parental involvement exerts its influence on a pupil's academic achievement are not yet fully understood. Parents have vital role to play to make sure that every pupil reach his or her achievement. Today, it can be observed that a good number of parents seem so engaged in a lot of economic duties that they do not have enough time for their children that are in public primary schools. Parents' were expected to get involved in monitoring their children's studies at home and in partnering with the schools to help enhance excellent academic achievement of pupils'.

PURPOSE OF THE STUDY

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

OBJECTIVE OF THE STUDY

To assess the extent to which parents' supervision of their children's homework influences academic achievement of pupils in public primary schools in Rachuonyo South Sub County, Kenya.

RESEARCH QUESTION

To what extent does parents' supervision of their children's homework influence academic achievement of pupils in public primary schools in Rachuonyo South Sub County?

SIGNIFICANCE OF THE STUDY

The study findings will benefit parents in devising proper ways of promoting homework supervision as an element of parental involvement on academic achievement of pupils in public primary schools.

THEORITICAL FRAMEWORK

The study was based on Cognitive Development Theory as proposed by Jean Piaget. Theory of cognitive development in children and emphasized factors on development and learning are abundant (Vygotsky, 1978). Human beings action with are surrounded by family members and are impacted by the culture in which they live (Rieber & Robinson, 2004). Theory supports the idea that a child's home life is of importance (Prior & Gerard, 2007) and parents contribute greatly to the development and academic achievement of a child.

CONCEPTUAL FRAMEWORK

From the Theoretical Frame work discussed, a conceptual Framework has been developed and discussed below. The conceptual Framework has been discussed in terms of the independent variables, intervening variable and dependent variable. In brief, it gives explanation of academic achievement of standard eight pupils' depends on several variables like, parents' level of education on academic achievement, parents' occupation on academic achievement, and parents', parents' supervision of their children's homework and lastly, parental participation in education activities at school.

OPERATIONAL DEFINITION OF TERMS

Homework: - Out of class tasks assigned to pupils as an extension or elaboration of classroom work to be carried out at home.

II. LITERATURE REVIEW

Homework is generally defined as "tasks assigned to students by school teachers that are intended to be carried out during non-school hours" (Lacina-Gifford & Gifford, 2004). Corno (2010) define homework as the revision of work done in class, to give extra practices and to help the learners to construct their own meaning. Corno & Xu (2014) prior research shows pupils who develop good homework habits and do more academic learning activities at home are successful at school (Cooper 2014). Homework is also expected to enhance the material learned in class, and to improve pupils understanding of topics. Homework plays a crucial role in the relationship many parents and their children, because it provides away of "keeping in touch", and for some it is seen as the only contact between parent and child (Solomon, Warin & Lewis, 2012).

Among them, a modest proportion focuses on homework confirms its relationships to positive pupils' attitude about homework and school learning, pupils' self-perceptions, and effective pupils work habits and self-regulation (Hoover-Dempsey et al, 2011). Chemogosi (2012) study on parental supervision in Rachuonyo South Sub-County established that 47% of the parents sometimes supervised their children as they did their homework while the 29% of the respondents supervise their children as they do their homework. Therefore, the reviewed studies prompted for a research study to determine whether there is parents' supervision in

homework in Rachuonyo South Sub-County which would impact positively on the academic achievement of pupils in public primary schools.

III. RESEARCH METHODOLOGY

RESEARCH DESIGN

The researcher employed the use of sequential explanatory research design, he combined qualitative and quantitative models of research so that evidence may be mixed and knowledge is increased in a more meaningful manner than either could arrived at alone (Creswel & Plano Clark, 2007).

LOCATION OF THE STUDY

The study was carried out in Rachuonyo South Sub-County, Homa Bay County, Kenya.

TARGET POPULATION

The population of this study comprised of 2250 standard eight pupils, 377 standard eight teachers, 660 standard eight parents and 75 Head teachers drawn from 75 public primary schools in Rachuonyo South Sub-County, Homa Bay, Kenya.

SAMPLE AND SAMPLING TECHNIQUES

Rachuonyo South Sub-County had seventy five total number of public primary schools. 23 public primary schools were sampled. There are 2250 standard eight pupils and 675 of the pupils' was sampled to take part in the study. There are 75 head teachers' and 23 Head teachers was sampled to take part in the study, total number of standard eight parents are 660 and 198 standard eight parents was sampled and finally, there are 377 standard eight teachers and 113 was sampled to be part of the study, (30% of the study population) as a third of the study population is the convenient sample size for a survey study (Mugenda & Mugenda, 2003). Stratified random sampling technique was employed for selecting 23 public primary schools in Rachuonyo South Sub-County. For stratified random sampling to select public primary schools, names of the public primary schools were arranged alphabetically per zone, then divided into 4 (four zones) strata, where three zones produced six schools each and one zone produced five schools. First three and last three letters in three zones while in the fourth zone, the first three and last two letters each was selected bringing up 23 public primary schools. The researcher used stratified random sampling because the techniques captures key population characteristics in the sample and it produces characteristics in the sample that are proportional to the overall population.

The schools picked provided the study participants for head teachers', standard eight teachers', standard eight parents' and standard eight pupils. Random sampling was used in each stratum to select the pupils.' For random sampling techniques, numbers were written on the papers, folded which were then put into a box. After rotating and mixing the papers in the box properly and then picked by the pupils'. The standard eight pupils who picked the odd numbers were selected for the study. Purposive sampling technique was done to select standard eight parents. Papers for standard eight parents were picked by their children. It means that, pupils' who were selected for the study by random sampling, some of them, their parents were picked to join the study. Teachers who have taught in those schools for at least three years were purposively

sampled because they are noted to be rich in providing information about both children and their parents.

DATA COLLECTION INSTRUMENTS

Research instruments are developed tools the researcher will employ to gather data. In establishing the influence of parental involvement on academic achievement of children, questionnaires were administered to standard eight teachers, and selected school head teachers'. Interview guide to parents and children. Documentary analysis for testing pupils' academic achievement was performed. Teachers' and head teachers' Questionnaires were used, standard eight teachers' and all the 23 head teachers' were literate and therefore were able of answering the items in the questionnaires adequately. Kothari (2004) interviews allow the researcher to gather information that may not be provided in a questionnaire.

VALIDITY OF THE INSTRUMENTS

Orodho (2010) defines it as the accuracy and meaningfulness of inferences, which are based on the research result. According to Borg and Gall (2005) Content validity of an instrument is improved through expert judgments. To establish content validity of the research instruments, the researcher sought the expertise of the supervisors. The supervisors were requested to contact item analysis to establish if the items in the test instruments would generate the appropriate information. Items that were rated as relevant to the study, clear, simple and non-ambiguous were included in the final test. Based on the responses by the experts, items with 70 percent or more agreement as belonging to a specific construct were retained. Subsequently, the items pool was refined and revised based on the comments and suggestions by the reviewers.

RELIABILITY OF THE INSTRUMENTS

Reliability of measurements concerns the degree to which a particular measuring gives similar outcome over a number of repeated trials. Therefore piloting of research instruments for this study was by the use of questionnaires, interview schedules and focus group discussion guide which was administered to a sample population in schools that was not sampled for the main study. The test-retest technique of reliability testing was employed whereby the pilot questionnaires and Interview schedules were administered twice to a total 35 respondents, with a one week interval. The scores were correlated using pearson product correlation formula to determine the reliability coefficient of 0.7 was obtain for the questionnaires and 0.8 for the interview schedules and focus group discussion. To establish reliability of research instruments, pilot study was carried out in 1 school, 4 standard eight teachers, 1 head teacher, 23 standard eight pupils and 7 standard eight parents which was 1% of the target population randomly selected Creswell & Miller, 2000).

DATA COLLECTION PROCEDURE

Before the process of data collection started, the researcher secured a research permit and a research authorization respectively from the National Council for Science and Technology in the Ministry of Higher Education through the School of Graduate Studies (S.G.S) of Rongo University.

The researcher made a personal visit to the sampled primary schools and gave both the head teachers and standard eight teachers' relevant instructions on how to fill the questionnaires, he

administered the questionnaires then he requested head teachers and standard eight teachers' to fill the questionnaires carefully. Where necessary, clarification was made on the items of the questionnaires. Finally, the researcher collected the completed questionnaires from the head teachers and standard eight teachers' before he left for another school to avoid loss of some questionnaires.

The researcher had arranged for a pool meeting with parents, the researcher met parents' in four pools that is per zone. The researcher made arrangement for their travel and meals on the day of meeting. While at the interview venue, each parent was interviewed individually in an exclusion room.

The researcher conducted the interview with the parents by reading all the questions systematically in English and interpreting in our vernacular one by one as the respondents are given time to listen keenly and respond to each question as he/she could and at the same time, the researcher recorded in writing all the responses in a reported speech format. There were only four meetings for the children focus group discussion. The researcher made travel and lunch arrangement for the pupils per zone. Once the sampled pupils, were availed in the focus group discussion venues, the researcher called the group to order and welcome participants, he then introduced himself and explained the rules of the focus group discussion. Briefly covered the agenda; the purpose of the meeting, the general topic and asked for each person to briefly introduce himself/herself, perhaps focusing on their relationship to the discussion. Open with a general topic as a warm up. All time for respondents to open up, answer and interact.

METHODS OF DATA ANALYSIS

Data collected was edited, coded, classified and tabulated. After the tabulation process, the data was analyzed using the Statistical Package for Social Sciences (SPSS) version 16.0. Frequencies, Percentages and accumulative percentages was used for close ended questions. The data was presented using frequency tables.

ETHICAL CONSIDERATION

The data collected was only used for the purpose of this research and not any other purpose. Confidentiality in study work is a key factor which should be upheld unconditionally and without omission (Adam et al, 2008).

IV. RESULT AND DISCUSSION

Data analysis and interpretation were based on the research objective and question designed to: Assess the extent to which parents' supervision of their children's homework influence academic achievement of pupils in public primary schools in Rachuonyo South Sub County, Kenya. In order to achieve this, a number of attributes on parental involvement of homework supervision were measured such as: home set rules, parents' assistance with assignment at home, setting homework room.

The study sought to find out the extent at which parents are involved in their children's homework taking. The study responses were summarized in Table 1.

Table 1: The Extent at which Parents are Involved in Their Children’s Homework

		No	Yes	Total
To what extent are you involved in helping your children do their homework?	Not Involved	68	17	85
	Partially Involved	43	10	53
	Involved	20	08	28
	Fully Involved	13	13	26
Total		144	48	192

Table 1 reveals that majority of parents of parents (144) reported that parents either involved; partially involved or fully involved while of parents (48) reported that parents do not either involved; partially involved or fully involved. (Patrikakou et al., 2005) showed that family involvement sets the tone and condition upon which a child engage in education, thus affecting and impacting their academic success. The worth of the categories system is in demonstrating the variety and type of undertakings that might be integrated in parents’ involvement programs. Pupils become more motivated when their parents take their time to read and study with them at home (Caspé, 2010).

This findings also concurs with the response from the interview conducted with the parents who said that:

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

These findings further concurs with Siririka (2007) it was found that parents with limited or no education may have the will to help their children, but are constrained because they are convinced that they are incapacitated by their limited school education to help their children with their learning.

The study also sought to find out from teachers’ about home set rules for their children to perform their homework. The study findings were summarized in Table 2.

Table 2: Parents’ Responses on Home Set Rules for Home work Taking.

Category	Frequecny	Percent	Accumulatve Percent
No Home rules	168	87.5	87.5
Home rules	24	12.5	100
Total	192	100	

Table 2 indicates that majority of homes 168 (87.5%) had no home set rules for taking homework while minority 24 (12.5%) had home set rules for taking homework. The result reveals that most parents do not provide a controlled home environment. The study also implies that most parents are not concerned about their children having set home rules to enhance completion of their children’s homework and to enhance better academic achievement. The study findings concurs with Jeynes (2007) state that supervision and set home rules as moderate levels of parental support. Xu (2009) found that students achievement appeared to be related to all five subscales of homework management (setting proper homework rules to facilitate homework completion).

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

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

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

The study also sought to find out from parents’ about their close monitoring of their pupils school progress. The study findings were summarized in Table 3.

Table 3: Parents Responses on Close Monitoring of their Children’s School Progress

Monitoring	Frequency	Percent	Accumulative Percent
Always	20	10.4	10.4
Never	105	54.7	65.1
Sometimes	67	34.9	100
Total	192	100	

Findings from Table 3 reveals that majority of parents 54.7% (105) do not have close monitoring of their children’s school progress while 10.4% (20) do close monitoring always. The same data also indicate that 39.4% (67) of parents some times do the close monitoring of their children school progress. This implies that majority of parents’ do not have close monitoring of their children’s school progress.

This study findings concurs with Lafaele (2011) argue that parents and teachers have different agenda and different goals for parental involvement, which lead to tensions and conflicts, which can in turn limit the type, extent and success of parentaal involvement in monitoring their children’s school progress. Lawson (2003) who found out a lack of consensus on this issue led teachers to blame parents, and to parents feeling underappreciated by teachers.

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

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

The study also sought to find out from head teachers and teachers’ about the influence of homework on pupils’ academic achievement. The study findings were summarized in Table 4.

Table 4: Head teachers and Teachers’ Responses on the Influence of Homework on the Academic Achievement of Pupils

Category	Positive Influence	Percent	Negative Influence	Percent	Totals
Headteachers	23	100%	00	00	100
Teachers	98	89.1%	12	10.9%	100

Data analysis in table 4 reveals that all head teachers in the study 100% (23) reported that there is influence of homework on the academic achievement of pupils in public primary schools. The same data gathered in table 4 also revealed that majority of teachers 89.% of teachers (98) reported that, there is influence of homework on academic achievement of pupils while minority of teachers 10.9% of teachers (12) reported that there is no influence of homework on academic achievement of pupils. When parents help their children to do their homework, most of them begin to enjoy doing homework and in turn become more intelligent (Keith, 2001).

The findings concur with Jeynes (2007) showed a strong positive association between parental style defined as supportive , loving, helpful and maintaining an adequate parental involvement on academic achievement of pupils in public primary schools. Henderson and Mapp (2002) believed that, engaging the family could improve children’s academic achievement, and also a substantial influence on other key outcomes. Henderson and Mapp (2002) concluded that parents have a major influence on their children’s academic achievement in school and through life.

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

The study further sought to find out from pupils’ how frequent their parents’ assists them with homework while at home. The study findings were summarized in Table 5

Table 5: Pupils Responses on How Frequent they Get Homework Assistance from their Parents’

Monitoring	Frequency	Percent	Accumulative Percent
Always	95	14.1	14.1
Never	473	70.0	70.0
Sometimes	107	15.9	100
Total	675	100	

Data analysis in Table 5 reveal that majority of pupils’ 473 (70.0%) reported that their parents do not assist them with homework at all while 107 (15.9%) also reported that sometimes they do get homework assistance from their parents’. On the same data only 95 (14.1%) of pupils

reported that they always get homework assistance from their parents. This implies that most parents' do not assist their children's with homework while at home in Rachuonyo South Sub-County.

This study findings concurs with Pomerantz et al (2007) who said that empirical studies have shown a direct link between the parental involvement in homework control negatively relates to children's academic achievement. Nunez et al (2015) whereas perceived parental homework support (e.g., avoiding direct involvement when children do not need help but assisting when children do need help).

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

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

The study again sought to find out from pupils' if their parents' had set a side special rooms for homework taking at home. The study findings were summarized in Table 6.

Table 6: Pupils' Responses on Special Rooms for Taking Homework

Categories	Frequency	Percent	Accumulative Percent
No Room	498	73.7	73.7
Room Available	107	15.9	89.6
Not Sure	70	10.4	100
Total	675	100	

Table 6 reveals that majority of pupils' 498 (73.7%) do not have special rooms for taking or writing their home work at home while minority of pupils' 107 (15.9%) do have special rooms for homework taking or writing at home. On the same table, 70 (10.4) are not sure whether rooms they use for homework taking or writing are special rooms set a side specifically for homework or not. They reported that, they have always done their homework but they can not define special room for homework writing.

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

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

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

In the present study on the extent to which parents' supervision of homework influence academic achievement of pupils' in public primary schools in Rachuonyo South Sub County, this element of parental involvement in standard eight had not be carried out by researchers in Rachuonyo South Sub County.

V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Majority of homes had no home set rules for taking homework while minority of homes had home set rules for taking or writing homework. All head teachers in the study reported that there is influence of homework on the academic achievement of pupils in public primary schools. Majority of pupils' reported that their parents do not assist them with homework at all while minority also reported that sometimes they do get homework assistance from their parents'. Majority of pupils' do not have special rooms for taking their homework while at home while minority of pupils' do have special rooms for homework taking or writing at home.

CONCLUSION

Most of parents' accepted that they do not help their children with homework. Most parents are ignorant of their responsibility pertaining homework. Majority of parents' reported that neither are they involved, partially involved or fully involved with helping their children's with homework writing.

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

All the head teachers' in the study reported that there is influence of homework on the academic achievement of pupils' in public primary schools. Most of pupils' indicated that their parents' do not assist them with homework and this lack of homework assistance had poor results on the academic achievement of pupils'. Majority of homes do not have special rooms for taking or writing homework. This clearly shows that homes and parents' do not take homework seriously and this impacts negatively on the pupils' academic achievement.

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