



Influence of Parental Engagement on Learners' Academic Performance in Public Primary Schools in Nakuru East Sub County, Nakuru County - Kenya

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<p>Chief Editor Web: www.ijstd.org Email: info@ijstd.org</p> <p>Editing Oversight Impericals Consultants International Limited</p>	<p>Abstract: Parental provision of learning resources is a crucial aspect in parental engagement in their children's education. This study investigated the influence of parental provision of learning resources on learners' academic performance in public primary schools in Nakuru East sub-county, Nakuru county. The study employed Joyce Epstein's Overlapping Spheres of Influence theory. The study used a mixed-methods approach, the quantitative aspect employed a cross-sectional survey design, while the qualitative aspect adopted a phenomenological approach. The target population included all 41 public primary schools, 41 head teachers, 350 teachers of grade six, and 1,900 parents of grade six giving a total of 2,291 individuals in the study area. Stratified sampling was used to sample 9 public primary schools from the existing three zones, with three schools being sampled from each zone. Purposive sampling was employed to sample 9 headteachers, stratified and random sampling was used to sample 72 teachers, and stratified and random sampling was used to sample 190 parents. The sample size was 271 participants. The study revealed that parental provision of learning resources is generally moderate with significant disparities, particularly among parents from lower economic backgrounds. There is less provision of supplementary textbooks (mean 2.80, SD 1.25) exercise books (mean 2.79, SD 1.3), improvised learning materials (2.73, SD 1.25), and digital resources (mean 1.80, SD 1.02). The study recommended for interventions by the National and County governments and the Ministry of Education to provide educational workshops for parents, financial assistance programs, and initiatives to improve digital literacy and resource provision. Schools should sensitize parents on the importance of resource provision to their children in CBC implementation.</p> <p>Keywords: parental engagement, parental provision of learning resources, learners' academic performance</p>
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1.1 Background of the Study

Parental engagement pertains to the actions and behaviors of parents that facilitate their children's education and growth at home and in school (Lawson et al. 2019). It includes parental efforts to assist their child's learning at home, communication with school staff, and participation in educational events to improve their children's educational outcomes (Hughes & Convey 2020). It motivates parents to actively participate in their children's academic success and develops a strong sense of personal

awareness of their educational responsibilities. Empirical studies, including those by (Kalayci & Oz, 2018), demonstrate that such engagement, particularly when it forms a collaborative partnership with educational institutions, significantly enhances educational outcomes for children. According to Brown and Sheridan (2023), parental participation encompasses a variety of actions, such as being present at school functions, keeping an eye on their children's development, offering resources, and offering assistance for their education at home.

Learner performance is defined by Schiavio, Stupacher, Parncutt & Timmers (2020) as the quantifiable result of the behavioral, affective, and cognitive characteristics of people participating in educational activities. The ability of learners to apply the knowledge and skills they have gained through formal or informal education to address real-life issues is also referred to as learner performance, (OECD 2021). According to UNESCO (2020), learner performance represents an individual's accomplishments in terms of the knowledge, abilities, and skills they have gained through both formal and informal learning procedures.

Recent shifts have redefined the role of parents in curriculum engagement, challenging the traditional view of educators as the sole authorities on the curriculum, as documented by Duckworth and Smith (2018). In regions like the United Kingdom and North America, there is a growing recognition of the importance of parental input in curriculum design and reform, supported by consistent scholarly evidence (Huang, 2022). Parental engagement is now seen as vital for effective curriculum implementation, with research indicating positive correlations with learner performance, attendance, and school adaptation (Tuli & Tarekegne, 2019). Inclusive strategies that engage parents in curriculum matters are critical for enhancing educational achievements and addressing learning barriers (Averill, Metson & Bailey, 2016). This engagement is particularly crucial for mitigating the long-term adverse influences on learners facing academic and social hurdles (Heran & Reinke, 2019).

A UNESCO background report (2020) and studies highlighted by UNICEF (2020) stress the significant role of parents in early childhood development and education. Parental responsibilities include creating conducive learning environments at home, such as designated study spaces, and providing necessary resources for learning and homework management. Moreover, the Programme for International Student Assessment (PISA) emphasizes the pivotal role of parental engagement in fostering essential academic and life skills in children, noting that active parental participation enhances teacher engagement with students (OECD, 2012).

Global curriculum reforms are increasingly prioritizing competency-based education, as seen in the East African Community's adoption of a Competency-Based Curriculum (CBC) and assessment framework. This framework aims to align educational outcomes with practical skills application in real-world contexts (Marope Griffin, & Gallagher, 2017). These changes aim to prepare learners for the needs of the 21st-century workforce, emphasizing competencies that are relevant, practical, and applicable across various life scenarios.

To investigate the relationship between parental engagement and academic achievement in Nepalese public schools, Poudel (2022) carried out a case that looked at pertinent policies and identified strategies for parental participation to raise children's academic achievement in public schools. The study employed Vygotsky's Social Learning theory. The results of this study showed that parental engagement enhances academic achievement in public schools and is essential for children's development. Additionally, the study discovered that increasing the value placed on children's education, improving the relationships and exchanges between parents and teachers, encouraging parental engagement in the classroom, and fortifying the school's sound leadership and management can all increase parent participation. Networking among parents, educators, and educational institutions is also crucial. The study also found that to guarantee academic excellence and enhance the learning environment in

public schools, it is imperative to investigate strategies for promoting parental engagement and creating parent networks.

Fernández-Alonso et al. (2017) researched how various parental participation modalities affect the academic achievement of Spanish language learners in public primary schools in Spain. They found that less controlling and more communicative approaches were associated with better learner outcomes. This suggests that the way parents are engaged significantly affects educational achievement, both personally and within institutions. Simweleba and Serpell (2020) investigated the influence of enhanced parent-child interactions during homework on learner performance in rural Zambian public primary schools. Their findings revealed significant improvements in mathematics and Chitonga scores among learners engaged in the intervention. This highlights the effectiveness of parental engagement in utilizing home resources for educational support.

In 2017, the government of Kenya replaced the traditional 8-4-4 educational system with a Competency-Based Curriculum (CBC). The designing, development and launching of this new curriculum was spearheaded by KICD, and it was the product of the Task Force on re-alignment of the Education Sector (Republic of Kenya, 2012; KICD, 2016). This new framework, which is meant to span from pre-primary to tertiary education, emphasizes the crucial role of parental empowerment and engagement in fostering learner potential and success in adapting to 21st-century challenges (Republic of Kenya, 2017).

Gedi and Kamau (2023) conducted a study in Tarbaj Sub-County, Wajir County, Kenya, to examine how parental or guardian engagement influences the Competency-Based Curriculum (CBC). Their research emphasized the important role parents play as co-educators in improving the effectiveness of the CBC model in that specific region. Similarly, Kihima (2023) explored the influence of parental engagement on the implementation of the CBC in early education in Hamisi Sub-County, Vihiga County, Kenya. The study showed that enhanced parental engagement in homework supervision, school activities, and psychological support positively affected the curriculum's implementation. In another study, Mwarari, Githui, & Mwenje, (2020) assessed patterns of parental engagement in the early years of schooling of their children in Nyeri and Nairobi Counties, Kenya, noting a general weakness in home-based learning engagement. They found no significant gender differences in parental engagement levels. However, the study also observed that fathers were more engaged than mothers in facilitating home-based educational activities.

1.2 Statement of the Problem

Parental engagement's influence on learners' academic achievement has been extensively studied across different contexts, revealing ideal situations of improved learner performance, where parents actively participate in their children's education depending on the level and nature of engagement. Such studies include, Fernández-Alonso et al. (2017) in Spain, Ackah-Jnr (2021) in Ghana, and Dingili and Yungungu (2023) in Kenya, their studies, found that different styles of parenting, active parental participation in school activities, and meetings, and setting aside time and creating conducive environments for completing assignments resulted in high levels of learner performance respectively.

However, the influence of parental engagement on learner performance varies from one area to another including the Nakuru East sub-county, Nakuru County, Kenya. For instance, there has been an argument that children from lower-income families often undertake casual work even during school hours instead of being in school (Hinga, 2017). Moreover, this area, characterized by slum settlements and high rates of single-parent families, shows a concerning trend of low parental engagement in education where many parents work long hours daily to support their families, leaving them with little opportunity to devote

quality time to their children's education, (Ministry of Education, Nakuru County, 2023). Though the government has provided free public primary education for all children, many parents do not take this privilege seriously to get engaged in their children's learning process, and this among many other reasons makes many learners perform poorly academically. A sample of learner attendance register and learner performance record was provided to justify this argument as in Tables 1 and 2 respectively. This underscored the necessity of examining the influence of parental engagement on learner performance in the public primary schools in Nakuru East sub-county, Nakuru county.

1.3 Research Questions

Which learning resources do parents provide in public primary schools in Nakuru East sub-county, Nakuru county, Kenya?

1.4 Theoretical Framework

Joyce Epstein's Overlapping Spheres of Influence Theory (1987)

This theory explains the interconnected realms of home, school, and community and outlines various ways in which parents can be engaged. These ways include creating a nurturing home environment that supports learning, facilitating effective communication between school and home regarding educational programs and learner progress, and encouraging the exchange of ideas to improve home-based learning. The model also suggests that teachers should design interactive homework that promotes educational activities at home and that parents should be engaged in decision-making and planning at schools. Additionally, having parent leaders and representatives can enhance collaboration with the community, which in turn strengthens educational programs, family practices, and learner development. The positive outcomes of such parental engagement can be seen in improved curriculum implementation, reduced absenteeism, and better coverage of curriculum content.

Parental engagement also includes activities such as helping with homework, providing learning resources, participating in school discussions, volunteering, and attending school functions. This engagement is influenced by parents' perceptions of their roles and responsibilities. Schools and educators are encouraged to create opportunities for parental engagement to enhance academic success (Hamlin & Flessa, 2018). Active parental engagement enhances learners' educational experiences by promoting knowledge acquisition, skill development, and increased confidence. Epstein's theory emphasizes the important role of collaboration among schools, families, and communities in a child's educational development. By promoting integrated activities that include support for parenting, effective communication, volunteer opportunities, home-based learning, decision-making, and community collaboration, schools can improve student learning outcomes and enrich overall school experiences (Epstein, 2001).

1.5 Review of Related Literature

Parental Provision of Learning Resources and Learner Performance

In a study conducted by Apriyanti (2021) in Indonesia, the researcher examined parental participation, resource utilization, creativity, and strategies during the COVID-19 pandemic. The study used a descriptive quantitative approach and collected data from 60 observers who monitored the behavior of public primary school students' mothers during online learning from January 30, 2021, to February 15, 2021. The findings revealed that 82% of mothers actively engaged in online learning, while 18% did not

participate. The majority of parents used textbooks and student worksheets (48%), followed by a combination of textbooks and internet sources (35%), internet sources alone (10%), and other sources (7%). In terms of creativity in supporting online learning, 85% of parents showed no improvement, while 15% demonstrated creative strategies utilizing their immediate surroundings.

Abed and Shackelford (2022) conducted a qualitative study in Saudi Arabia to explore how parents support the learning and play of children with physical disabilities. Through semi-structured interviews with 21 parents, the study highlighted the importance of parents connecting with other parents and relevant organizations. The interviews also showed that parents suggested teachers should actively engage them in providing play and learning resources.

In Africa, Anegu and Chukwu (2021) examined the influence of parental motivation, monitoring, and resource provision on students' academic success in Mathematics at the senior secondary level in Bauchi, Nigeria. The study surveyed 245 students at Unwana Comprehensive Secondary School using a structured questionnaire. The findings indicated that 63.3% of parents did not provide the necessary materials for Mathematics study, while 30% did. Only 11.25% of students scored grades A and B, with 88.75% scoring below these grades. The study concluded that inadequate resource provision by parents significantly contributed to poor performance in Mathematics. Nevertheless, the study was deficient in providing comprehensive information about research methodologies, design, target demographic, and sampling procedure.

The study conducted by Ssenkasi and Ssali (2023) investigated the correlation between parental supply of educational resources and academic performance in certain public primary schools within Kyotera Town Council, Uganda. The research used a cross-sectional survey design, using both qualitative and quantitative approaches. The study included a total of 71 teachers and 4 head teachers, who were chosen using both census and purposive sample protocols. The statistical study conducted using SPSS showed a moderate association ($r = 0.461$, $N = 71$, $p < 0.01$) between the supply of educational resources by parents and the academic achievement of pupils.

In Kenya, a study conducted by Jepkemoi and Kibos (2016) examined the impact of parental engagement on the improvement of numeracy abilities in learners attending public pre-primary schools in Molo, Kenya. The study specifically focused on the role of parents in providing resources for numeracy learning. The study used a cross-sectional survey research design, which integrated both quantitative and qualitative methodologies. The research sample consisted of 84 students, 30 educators, and 84 parents, all chosen by random selection. Methods of data gathering included surveys, focus group talks, interviews, and observations, and analysis was conducted using SPSS. Analysis revealed that parental involvement in offering many work materials had a beneficial impact on numeracy abilities. The report recommended more exploration of economically efficient technology for the enhancement of numeracy skills.

Under the framework of Bronfenbrenner's Ecology System Theory, Korir, Misigo & Ng'eno (2017) conducted a study to investigate the influence of the home environment, encompassing parental income and learning resources, on the academic achievement of students in public day secondary schools in Kipkelion sub-county, Kericho county, Kenya. Given the previous evidence of the impact of independent factors on dependent variables, a sample of 210 form four students was selected using stratified and simple random sampling. This selection was based on the causal-comparative research design. Data on the students' home environment was collected through a questionnaire, while information about their academic performance as assessed by mock tests was collected by document analysis.

An analysis of the data was conducted using descriptive and inferential statistics, namely the t-test and ANOVA. The research revealed a robust correlation between parental income and the educational materials kids used at home for learning, as well as their academic performance. The study proposed strategies to enhance students' academic achievement, including parental involvement in their children's academic affairs irrespective of parental financial status, and the provision of adequate study materials, such as books, furniture, lighting, and a sizeable home study space.

1.6 Methodology

The present research used a mixed-methods strategy, namely a convergent design that integrates quantitative and qualitative methodologies, as elucidated by Creswell and Plano-Clark (2023). The mixed-methods paradigm was chosen due to its capacity to provide a comprehensive understanding of the study by integrating both quantitative and qualitative data (Creswell, 2017). The study's quantitative component used a cross-sectional survey approach, which included gathering data from a substantial sample at a single point in time (Setia, 2016). This design has an advantage in that it permits the concurrent exploration of various variables, to offer effective insights into the present conditions of parental engagement and its effects on learner performance.

For the qualitative component, the phenomenological design adopted helped in gaining in-depth insights through interviews. Phenomenological research explores how individuals experience a particular phenomenon, aiming to uncover the essence of their lived experiences (Creswell & Poth, 2017). In this study, phenomenological interviews were conducted with the head teachers enabling the researcher to explore the nature and depth of parental engagement in educational activities. This approach assisted in understanding the subjective experiences of parents and their perceived influence on their children's academic performance. The integration of both quantitative and qualitative data occurred during the analysis phase, where findings from both methods were merged to draw comprehensive conclusions (Creswell & Plano-Clark, 2023).

For this study, the target population encompassed a total of 2,291 individuals. This group consisted of 41 head teachers, 350 teachers who instruct grade six, and 1,900 parents of grade six learners. These participants were selected from 41 public primary schools located within Nakuru East sub-county, Nakuru County, Kenya. The data utilized in this study was derived from the National Education Management Information System (NEMIS) report. Consequently, the inclusion of this data ensured that the population statistics are both current and accurate (Ministry of Education, 2024).

This study used a combination of probability and non-probability sampling techniques to provide a varied and representative sample. Mugenda & Mugenda (2012) propose that a sample size ranging from 10% to 30% is appropriate for research using a survey methodology. This recommendation was followed in the selection of participants for the study.

For this study, the researcher used a stratified sampling technique to choose a sample of the public primary schools to participate. For this study 21.95% which is 9 schools out of the targeted 41 schools were sampled. Administratively, Nakuru East sub-county, Nakuru County is divided into three zones so the strata for school sampling were based on administrative zones, (Office of the County Director of Education, Nakuru County). To give equal opportunity to each zone and to avoid being biased, the researcher sampled three schools from each zone by use of a simple random sampling technique.

The study employed a purposive sampling method to select head teachers from the 9 public primary schools. The selected head teachers had extensive expertise and firsthand experience in educational administration and curricular oversight. Their perceptions contributed to a better understanding of the challenges and accomplishments associated with parental engagement in learners' education. The sampled number of headteachers represented 21.95% of the target population.

To sample teachers for this study, the researcher first used a stratified sampling technique as the teacher population was diverse and the strata were based on teachers' gender, there are approximately 350 teachers handling grade six (Ministry of Education, Nakuru East sub-county, Nakuru county). With the help of the head teachers, the researcher included only grade six teachers in the study. In each of the 9 sampled public primary schools, random sampling was used on each stratum to sample 4 teachers (4 males and 4 females, though most of the sampled schools had less than three male teachers) to participate in the study. For this study, a total of 72 teachers, approximately twenty percent (20.57%) of the population, were chosen to participate.

For this study, both stratified and random sampling methods were employed to sample parents. When the researcher went to the field, learners were busy doing projects from the Kenya National Examination Council (KNEC) where parents were visiting the schools in connection to their children's ongoing projects. The researcher through the guidance of the sampled schools' headteachers, visited the different schools on different days when these parents were present. From each of the 9 sampled schools the researcher first applied stratified sampling since the parents were heterogenous, strata being based on gender then random sampling was used to sample 21 parents from the two strata, (in most schools' male parents were very few for the researcher to sample equal numbers from the two strata).

The data collected from each instrument was analysed by the use of both quantitative and qualitative procedures. Editing of data was done to ascertain its completeness and consistency before analysis. Data was then organized according to respective research questions. Simple descriptive statistics was used to analyze quantitative data and the findings were presented in frequencies, percentages, mean, and standard deviation generated by SPSS version 26.

For qualitative data analysis, the researcher diligently recorded and compiled every response from the interview guides. The data was organized into themes and patterns using content analysis, which subsequently contributed to the final research report. The findings were presented through narratives and direct quotations. For a detailed and methodical examination of the qualitative data, the researcher employed the six-step process outlined by Creswell (2017). These steps engage selecting a representative sample of data, manually transcribing the data, developing codes, examining the developed concepts in relation to the research questions, and utilizing these concepts for interpretation, discussion, and conclusions.

1.7 Findings and Discussions

The study sought to determine the learning resources parents provide for their children in public primary schools in Nakuru East sub-county Nakuru county. The results from the analysis of findings from teachers and parents are illustrated in Tables 1 and 2.

Table 1: Teachers' Perception of Parental Provision of Resources to Learners N=70(T)

Statement	N	SD	%	D	%	UD	%	A	%	SA	%	M	SD
Parents provide supplementary textbooks for their children to use in school and at home	70	9	12.9	20	28.6	18	25.7	16	22.9	7	10	2.80	1.25
Parents Provide enough class work and extended activities' exercise books for each learning area	70	10	14.3	22	31.4	16	22.9	17	24.3	5	7.1	2.79	1.23
Parents ensure their children have adequate pens, pencils, rubbers, sharpeners etc	70	2	2.9	9	12.9	17	24.3	26	37.1	16	22.9	3.57	1.04
Learners are helped by their parents to improvise learning materials at home	70	3	4.3	15	21.4	22	31.4	23	32.9	7	10	3.14	1.11
Parents avail laptops for their children to enhance digital literacy integration in their learning	70	35	50	20	28.6	11	15.7	3	4.3	1	1.4	1.80	1.02
Parents provide materials for the improvisation of learning aids in school	70	8	11.4	21	30	19	27.1	13	18.6	9	12.9	2.73	1.25

Source: *Researcher (2024)*

The dataset in Table 1 provides an insightful look into teachers' perceptions regarding how parents provide necessary resources for their children's education, an essential component of the Competency-Based Curriculum (CBC) in Kenya. This analysis aims to dissect these perceptions across several categories of resource provision, emphasizing the impact of socioeconomic factors on educational equity.

The data reveals a moderate consensus among teachers regarding the provision of supplementary textbooks and exercise books for different learning areas, with mean scores hovering around 2.80 and 2.79 respectively, and a standard deviation of approximately 1.25. These findings suggest that while some parents do provide these essential resources, there is considerable variability in this support. This inconsistency may be attributed to differing economic capabilities among families, which impacts their ability to purchase educational materials beyond the basic curriculum requirements.

In contrast, the provision of basic learning supplies like pens, pencils, rubbers, and sharpeners is viewed more favorably by teachers, as evidenced by a higher mean score of 3.57 and a smaller standard deviation of 1.04. This indicates a stronger and more consistent agreement that parents generally ensure their children are equipped with the necessary tools for daily schoolwork. The lower variability in responses suggests that such basic supplies are more accessible to a broader range of families, possibly due to their lower cost and higher availability.

However, the support diminishes significantly when it comes to more substantial resources such as laptops for enhancing digital literacy, which scored a mean of only 1.80 with a standard deviation of 1.02. This stark disagreement among teachers signals a significant gap in digital resource provision, highlighting socio-economic barriers that restrict access to technology essential for contemporary education. Similarly, the moderate score of 2.73 for the provision of materials for improvising learning aids in school further underscores the financial constraints that prevent consistent parental support in resource-intensive educational activities.

Table 2: Parents' Perceptions on Parental Provision of Resources to Learners **N = 182 (P)**

Statement	N	SD	%	D	%	UD	%	A	%	SA	%	M	SD
I provide supplementary textbooks for my child to use in school and at home	182	6	3.3	7	3.8	19	10.4	56	30.8	94	51.7	4.24	1.00
I provide enough class work and extended activities' exercise books for my child for each learning area	182	1	0.5	12	6.6	27	14.8	46	25.3	96	52.8	4.23	0.96
I ensure my child has adequate pens, pencils, rubbers, sharpeners, rulers, etc	182	0	0	1	0.5	8	4.4	24	13.2	149	81.9	4.76	0.56
I avail digital services for my child to enhance digital literacy integration in his/her learning	182	13	7.1	11	6	38	20.9	52	28.6	68	37.4	3.83	1.20
I assist and direct my child in improvising learning materials at home	182	1	0.5	3	1.6	18	9.9	61	33.5	93	51.1	4.38	0.78
I provide the required materials for the improvisation of learning aids in school for my child	182	5	2.7	7	3.8	14	7.7	58	31.9	98	53.4	4.30	0.96

Source: *Researcher (2024)*

Table 2 provides valuable insight into the varying degrees to which parents are involved in providing educational resources for their children, which is crucial for enhancing their learning experiences. The responses are segmented into several categories, each representing a different type of resource provision from basic supplies to digital tools and improvisational materials.

The data shows a strong parental commitment to providing both supplementary textbooks and exercise books, as evidenced by mean scores of 4.24 and 4.23 respectively, with associated standard deviations of 1.00 and 0.96. These figures suggest that most parents recognize and fulfill their children's needs for these basic educational materials, though there is still some variability in responses, indicating differing levels of provision among different families.

The provision of basic school supplies such as pens, pencils, and rubbers is highlighted by the highest mean score of 4.76 and the lowest standard deviation of 0.56 in the dataset. This indicates a near-universal agreement among parents on the importance of these fundamental resources, reflecting a widespread acknowledgment of their essential role in everyday school activities.

In contrast, the responses related to the provision of digital services to enhance digital literacy showed more variability, with a mean of 3.83 and the highest standard deviation of 1.20. This suggests that while some parents are proactive in integrating digital tools into their children's education, others may lack the resources or see less value in digital literacy, underscoring potential socio-economic and perceptual divides.

Additionally, the responses regarding the improvisation of learning materials both at home and at school also received high mean scores of 4.38 and 4.30 respectively, albeit with moderate variability (standard deviations of 0.78 and 0.96). This indicates that many parents engage in creative and practical educational activities, which are vital for fostering children's hands-on skills and understanding. This data aligns with educational theories that emphasize the pivotal role of family support in fostering academic success and overall child development. Research consistently shows that active parental engagement not only boosts academic performance but also enhances social skills and motivation among children. However, the noted variability, especially in digital resource provision, points to broader socio-economic challenges that could hinder equal educational opportunities.

In addition to the above analysis of quantitative data from teachers and parents regarding the parental provision of learning resources and its impact on learner performance in the Nakuru East sub-county, the qualitative input from headteachers offers a more detailed view of how parental contributions to learning resources affect learner outcomes in different school settings.

One of the headteachers interviewed remarked, "Parents provide learning resources ranging from basic stationery like pens, pencils, and exercise books to more specialized items like manila papers, crayons, and supplementary books which makes their learning process easy but the provision of digital resources is not a common practice here."

Another headteacher pointed out, "90% of parents here are less able to provide learning resources because they come from low-income communities and thus rely entirely on government provisions thus teachers often refrain from requesting more resources because they know parents will not provide them." Yet another headteacher reported, "Provision of learning materials by parents influences learner performance because learners whose parents provide get more motivated, and encouraged, and they are always alert to manipulate the materials in their learning process and this helps in improving their performance. On the other hand, learners who are not adequately provided with learning materials do not perform well academically"

Summary

The study sought to investigate the influence of parental engagement on learner performance in public primary schools in Nakuru East sub-county, Nakuru county. From the analysis of findings, teachers perceive that parents provide basic stationery such as pens, pencils, and rubbers (26 = 37.1%), teachers also agree that many parents help their children to improvise learning materials at home, (23 = 32.9%). In the contrary, many teachers strongly disagree with the statement that parents avail laptops for their children to enhance digital integration in their learning, (35 = 50%), teachers also disagree with the statement that parents provide materials for the improvisation of learning aids in school, (21 = 30%). Many teachers are undecided with the statements on parents providing supplementary textbooks, (20 = 28%) and parents providing enough class work and extended activities' exercise books (22 = 31.4%). Parents on the other hand strongly agree that they provide supplementary stationery such as pens, pencils, and rubbers (149 = 81.9%), provision of materials for the improvisation of learning materials at home (98 = 53.4%) provision of enough exercise books for extended activities (96 = 52.8%), provision of supplementary textbooks (94 = 51.7%), assisting and directing their children in improvising learning materials at home (93 = 51.1%). Provision of digital resources has the lowest number of parents who strongly agreed compared to the other provision (68 = 37.4%), this could mean there is a challenge among many parents in helping their children to integrate their learning with digital literacy which is one of the requirements for CBC implementation.

From this analysis, the teachers and parents seem not to agree on a common view on parental provision of learning resources with teachers noting that parents are moderately engaged in this while parents show a high engagement in the same. In-depth insight from the headteachers shows that there is moderate engagement of parents in the provision of learning materials as evidenced by the headteachers' direct quotes. Several headteachers were quoted, "Parents provide learning resources ranging from basic stationery like pens, pencils, and exercise books to more specialized items like manila papers, crayons, and supplementary books which makes their learning process easy but the provision of digital resources is not a common practice here.", "90% of parents here are not able to provide learning resources because they come from low-income communities and thus rely entirely on government provisions thus teachers often refrain from requesting more resources because they know parents will not provide them" and "Provision of learning materials by parents influences learner performance because learners whose parents provide get more motivated, and encouraged, and they are always alert to manipulate the materials in their learning process and this helps in improving their performance. On the other hand, learners who are not adequately provided with learning materials do not perform well academically".

1.8 Conclusions and Recommendations

The study concluded that parental provision of learning resources is crucial for learner performance. The Provision of learning resources to learners keeps them motivated, encouraged, alert, and active in the learning process and this results into improved learner performance.

Potential interventions could include; schools creating resource pools accessible to all learners, partnering with non-profit making organizations for resource donations, or implementing school-led initiatives to subsidize the cost of advanced educational materials. There should be improved communication between schools and parents to ensure that parents are well-informed about the resources their children need to foster an educational environment where every learner has the opportunity to succeed. Schools might consider regular workshops or meetings to educate parents on the importance of each type of resource and how they can support their children's

learning effectively, regardless of their economic situation. Schools may also create a more equitable setting for learning that supports all learners in achieving their full academic potential.

The government through the ministry of education should consider implementing strategies to increase parental awareness of the importance of resource provision, particularly in the context of the CBC. This could include community-based initiatives, financial assistance programs, and targeted efforts to support low-income families in acquiring the necessary learning materials.

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