PARENTAL SUPPORT, COMMUNICATION AND SUPERVISION OF HOME WORK AS PREDICTORS OF ACADEMIC ACHIEVEMENT AMONG STANDARD SEVEN PUPILS IN NAIROBI CITY COUNTY, KENYA

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DECLARATION

I declare that this research report is my original work and has not been presented in any other university/institution for consideration of any certification. This research report has been complemented by referenced sources duly acknowledged; where text, data, graphics or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

This work is dedicated to my husband Simon Muyumba Indimuli and my children Lilian, Emmanuel, Faith, Alois, and Persis for their support and tolerance throughout the period of my study.

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ABBREVIATIONS AND ACRONYMS

BOM	-	Board of Management
KCPE	-	Kenya Certificate of Primary Education
NACOSTI	-	National Council for Science, Technology and Innovation
PIRS	-	Parental Involvement Rating Scale
SCDE	-	Sub- County Director of Education
SPSS	-	Statistical Package for Social Sciences
USA	-	United States of America

ABSTRACT

This study aimed at establishing whether parental factors namely support, communication and supervision of homework relates to children's academic achievement. The study has five objectives: to establish the reltioship between parental support and children's academic achievement; to find out how parental communication relates to academic achievement; to determine the relationship between parental supervision of homework and their children's academic achievement; to establish a predictive equation of parental support, parental communication, supervision of homework and academic achievement and to test for existence of gender differences in parental support, communication and supervision of homework relative to the academic achievement of their children. Bronfenbrenner's theory of ecological systems formed the basis of this study. The targeted population was 1645 standard seven pupils studying in the public primary schools located within Kasarani Sub-County in Nairobi City County. The study's sample was 313 students. The study area, schools and participants to be involved were arrived at using purposive, proportionate and random sampling methods respectively. Pupils' academic achievement was derived from the examination results. Validity and reliability of the research tools was confirmed through piloting process whose findings showed consistency to this study's findings. Statistical Package for Social Sciences (SPSS, Version 21) was employed in analyzing data.Summary of data was done using descriptive statistics and results presented in tables. Three statistical tests namely, Pearson product moment correlation, multiple regression and t-test for independent samples were used to test the hypotheses. This study found that parental support correlated positively and significantly to academic achievement (r (283) = .40, p < .01), Parental communication was also found to relate positively and significantly to academic achievement(r (283) =.55, p<.01). It was found that parental supervision of homework and academic achievement had positive and significant correlation (r (283) =.36, p < .01). This study found that there are no significant gender differences in parental support (t (283) =.-0.49, p = .62), parental communication (t (283) = 1.94, p = .054), and parental supervision of homework (t (283) = -0.39, p = .69). Finally, the results established that parental support, communication and supervision of homework significantly predicted academic achievement. The key conclusion was that parental support, communication and supervision of homework are positive and significant correlates as well as significant predictors of academic achievement. The recommendations of this study were that policies should be formulated to enhance parental involvement and educational measures should be taken to enhance academic achievement of the girls. Further research should be conducted in other counties on parental attributes not covered in this study using mixed methods research design.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This chapter comprise of the background of the study and statement of the problem. The study's purpose, objectives, hypotheses and significance are also presented. Further, limitations and delimitations, assumptions, theoretical and conceptual framework together with operational definition of terms are presented.

1.2 Background to the Study

Academic achievement of the pupils is the learning outcome which indicates an individual's extent of attainment of certain outlined educational goals (Steinmayr et al., 2018). Academic achievement is widely viewed as a requirement for personal and societal wellbeing and it is a key pointer when assessing learners' academic performance and educational attainment (Juan et al., 2019). Learners who have completed schooling draw satisfaction from high academic achievement and this becomes a pillar for building a healthy and peaceful society. Such learners have better social skills and good character which are key virtues for the development of the society. For the learners to achieve in academics there should be collaboration between parents and teachers (Vijaya, 2016). As Ercan (2016) notes, this collaboration helps both teachers and parents to meet their obligation of helping and guiding learners to develop a stable character that will enhance their academic achievement. That is why this study looked at parental support, communication and supervision

of homework which are some of the factors creating a connection between the child, parent and the teacher as opined by Epstein (1995) on parenting.

Parental support is the involvement through resources, time and commitment a that a parent provides to ensure social, emotional, physical and cognitive development of the child (Kahrama & Yilmaz, 2017). It's the responsibility of parents to ensure that their children grow in healthy and safe conditions. Manifestation of parental support should start right at home whereby parents ensure that the home environment is safe, healthy and conducive for learning. Parents are known to nurture their children from infancy to adulthood; likewise, school is seen as a place for heightening cognitive development, learning socialization and molding a child to fit in the society. Further, research has shown that the success of children's education depends on the two parties working together; the parent and the teacher. Parents need to be supportive by providing children with both material and emotional needs that he/she may need to perform in their academics. Parents' warmth, affection and responsibility motivates the child and lead to academic improvement of the child at school (Kartika et al, 2019)

According to Ntekane (2018), communication refers to all form of exchange of information between parents and their children aiming at promoting achievement of the learners. Studies have further established that healthy and consistent communication between the parent and the child is the recommendable genuine way of giving children encouragement, mentorship and aspiration. Parents need to share the history regarding the child which the

formal school may not have. Parents also need to be always in touch with the teachers on child's progress and constantly monitor how the child does in studies and how he/she performs in school. Collaboration between teachers and parents impacts positively on learners' achievement (Casey et al., 2018; Ravitch, 2018).

Supervision of homework refers to parents taking control of the school work assigned to be done from home; to ensure that the work is completed without distractions and within a conducive environment (Fernandez et al., 2017). Researchers argue that home is the first place where children encounter learning as they interact with the parents and family members as they grow up (Kapur, 2018). Additionally, studies have shown that homework creates opportunities for learners to practice what they learn at school. Parents have a duty to ensure that home environment has all the necessary resources which make it a conducive environment for a child intending to do private studies. Friendly environment gives learners opportunities to be focused and concentrate on studies. Moreover, learners who complete their homework have been found to increase chances of mastering the learned concepts eventually improving their academic scores (Gan & Sude, 2019).

Globally, studies have pointed out that all school processes and learning outcomes can be greatly improved by engaging parents in educational processes (Kolodnicki, 2018). The United States Department of Education has observed that various parental characteristics positively impact on education of the children. When parents relate well with children, learning outcomes are

improved (Bartolome et al., 2017). The different ways in which parents can participate include appropriate monitoring of home related behaviors such as viewing television and using other electronic devices such as mobile phones; checking children's homework and encouraging them to read while at home. Parental participation has also been associated with reduced cases of school drop outs. This also builds self confidence among learners. Parents too benefit from participating actively at their children's school. They get to understand more about school which empowers the communication with their children and in the process, it enables them identify the needed services to be attended to (Moon & Hofferth, 2016).

Hill and Kim (2015), have argued that, school-based support from parents and intellectual enrichment at home is more related strongly to academic achievement of learners. This can be enhanced through parents' communication to their children about their expectations for education; its value and utility. Parents also find time to socialize with their children and discuss issues in a relaxed atmosphere devoid of tension. Parental support has been shown to benefit student learner achievement and overall school performance. The parent should strive to identify the strength of their children and work towards addressing their needs. Incorporate activities to make home a conducive place for learning (Alvaro, 2015).

Studies carried out globally in countries such as Ireland, India and China have identified parents as crucial participants in the schooling process and they play a significant role towards promoting academic achievement of their

children (Hayes et al., 2017; Jaiswal, 2017; Daun et al., 2018, OToole, 2019). A study done in USA indicated that parents are seen as children's teachers. When children join in school, parents' support and participation is very important. Teachers often report that learners with parental support not only display positive behavior more frequently, but they also achieve more academically (Godwin, 2016). Comparatively, a significant difference has been noted in academic progress and social development between children with active parents who show constant support and uninvolved parents who have little concern over the education of their children.

In the African context, studies in Nigeria showed that the overall performance of the learners in the core subjects could be attributed to the involvement of the parents (Fajoju & Ojugo, 2016; Mshelbila et al., 2018). Some vices such as absenteeism can easily be controlled by engaging parents as monitors of the learners. The parents who support their children will always ensure that the children attend school and any case of absenteeism is reported in due time for action to be taken. Contrary to this, the children who are not being monitored by the parents can miss school at their own volition. Monitoring and supporting children makes them feel cared and accepted.

In Uganda, it was established by researchers that to a great extent, children's achievement in academics is greatly influenced by the role a parent plays towards that child's studies (Mahuro & Hungi, 2016). The study reported that parents who devoted their time and resources together with expression of commitment to academic success had their children registering better

outcomes in their studies. In addition, it was established that the parent's rate of support proportionately improved outcome of the learners. This implies that parents' actions motivate and encourages their children resulting in improved academic achievement. A similar study in Tanzania corroborated these findings and reported that parental involvement in child's learning should be encouraged (Mauka, 2015).

In Kenya, successive governments have all along found it necessary to recognize and increase engagement of parents in the schooling process of children. In the recent past, efforts to engage the parents have seen boards of management being obliged to ensure that parents participate fully when the BOM is undertaking roles such as assessment of school needs (Ndiku et al., 2015). This is to see to it that learners are assisted through the joint effort to perform.

Furthermore, studies have shown that the first people who expose children to education are their parents and the role modeling that they play has long lasting effects and great impact on the learning process (Mwangi, 2018). It was observed that the overall general development of the child is pegged on how the parents play their role in support of the child.

In addition, supportive learning environment at home, early introduction of books to children by the parents builds a good foundation which may make children better achievers in schools compared to their peers who never had the opportunity to enjoy such exposure (Murithi, 2015). Parents that fail to take part in the schooling process contribute to failure of their children. When

parents neglect their parental duty of supporting their children; it leads to school drop outs and low academic achievement (Manduku & Amandany, 2017).

However, there are few studies on how parental support, communication and parental supervision of homework are associated with academic achievement of primary school pupils in Kasarani Sub-County, despite the consistent below average performance in KCPE as shown in Table 1.1. This trend called for a study on selected factors influencing learners' academic achievement. Since parental roles such as support, communication and supervising their homework have been proved through empirical evidence to be positive correlates of academic achievement in studies done outside this sub county, it was necessary to study these variables among learners in Kasarani sub-county which has consistently posted low scores in KCPE from 2015 to 2019 as indicated in Table 1.1.

Table 1. 1

KCPE Mean Scores for Nairobi City County from 2015 to 2019

Year	2015	2016	2017	2018	2019
County Mean	247.08	248.25	248.32	248.46	249.11
Kasarani	**217.97**	**221.20**	**219.35**	**201.24**	**228.15**
Embakasi	247.53	245.48	248.03	247.53	254.78
Dagoretti	233.95	235.55	241.69	240.44	244.91
Kamukunji	244.24	244.70	249.82	243.96	253.56
Langata	255.24	251.35	254.69	262.96	265.94
Makadara	262.07	262.09	264.54	261.37	262.78
Starehe	235.17	237.77	236.22	236.18	239.83
Westlands	264.22	264.54	266.95	265.81	274.35

Source : County Director of Education, Nairobi City County (2020)

1.3 Statement of the Problem

Every year, a majority of the candindates in Kasarani sub county have been performing below average in KCPE. As demonstrated in the background to the study, from the year 2015 to 2019 the KCPE average score in the sub county was below average. Furthermore, the mean of the sub county was below the county mean score over the same period. Considering the consistent low performance that has been recorded in Kasarani Sub-County in KCPE from 2015 to 2019; there was need to study correlates of academic achievement in the Sub- County.

Low academic achievement in national examinations may have lasting negative effects to an individual as well as the society. Low achievers in most cases as indicated in the studies may suffer distress, fail to complete the schooling process or even miss rewarding lifetime opportunities. In this regard, a society with many low achievers' experiences dearth of human resource in some fields. Studies have revealed that due to the changing needs and societal demands in the 21st century, most parents have delegated the parenting roles leaving their children under the care of house helps. Researches carried out have pointed out that absenteeism of both mothers and fathers at homes may have negative effect on academic progress of their children (Kagendo, 2017; Ogola et al., 2018). Since many studies have associated parenting with improved academic achievement of the children, it was important to establish how different parenting aspects relates to children's academic achievement especially in areas where learners were performing poorly in academics.

Therefore, this study sought to establish how parenting aspects namely support, communication and supervision of homework relate to learners' academic achievement in Kasarani Sub- County.

1.4 Purpose of the Study

The purpose of this study was to establish how parental involvement through support, communication and supervision of homework relates to academic achievement among public primary school pupils. The study also aimed at suggesting a predictive equation for academic achievement using parental support, communication and supervision of homework. Further, gender differences in parental support, communication and supervision of homework given to their children were examined in relation to academic achievement.

1.5 Objectives of the Study

Five objectives were stated to guide this study. The objectives were to :

i. Establish whether parental support and their children's academic achievement are related.
ii. Find out whether a correlation exists between parental communication and their children's academic achievement.
iii. Determine how parental supervision of homework relates to academic achievement of the children.
iv. Establish the gender differences in parental support, communication and supervision of homework in relation to academic achievement.

v. Determine a predictive equation for academic achievement using parental support, communication and supervision of homework.

1.6 Research Hypotheses

This study was guided by the following hypotheses:

Ha_1 Parental support significantly relates to children's academic achievement.

Ha_2 Parental communication and academic achievement have a significant relationship.

Ha_3 There is a significant correlation between parental supervision of homework and their children's academic achievement.

Ha_4 Significant gender differences exist in parental support, communication and supervision of homework in relation to their children's academic achievement.

Ha_5 Children's academic achievement can be significantly predicted from parental support, communication and supervision of homework.

1.7 Significance of the Study

The findings obtained in this study may help educational policy makers in formulating policies aimed at promoting the academic achievement of the learners. Parents may gain insights from the results on the importance of parental involvement in the learning process of their children in efforts to enhance their academic achievement. The findings may also be useful to teachers as they may give them an insight on how they can promote academic achievement of the learners by incorporating parents in the children's learning

process. Further, the findings contribute to the existing research literature on correlates of academic achievement among the primary school pupils.

1.8 Limitations and Delimitations of the Study

1.8.1 Limitations of the Study

Data were collected using pupils' self-reports which might have introduced subjectivity to the results of this research. However, the researcher explained the purpose of the study to the pupils to enhance the reliability of the responses. Secondly, the study was done in public primary schools in Kasarani Sub-County, Nairobi City County which may limit generalizability of the results to other counties with common characteristics as Nairobi City County in terms of academic achievement. Thirdly, the study used correlation design which does not give room for manipulation of the variables preventing establishment of the causal relationships among the variables under study.

1.8.2 Delimitations of the Study

This study was delimited to Kasarani sub-county, public primary schools and standard seven pupils. Regardless of the many correlates of pupils' academic achievement, focus of the study was on parental support, parental communication and parental supervision of homework. Finally, the study was delimited to correlation research design.

1.9 Assumptions of the Study

It was assumed that pupils would demonstrate high level of cooperation and honesty in providing answers while filling the questionnaires. In addition, it was assumed that pupils' test scores were equivalent.

1.10 Theoretical and Conceptual Framework

1.10.1 Theoretical Framework

1.10.1.1 Ecological Systems Theory (Bronfenbrenner, 1979).

The Ecological Systems Theory by Bronfenbrenner (1979) formed the theoretical foundation of this study**.** Brofenbrenner asserts that the child's internal characteristics, family and the environment in which the child lives are some of the factors which affect growth of the child. According to Bronfenbrenner, (1986), social, political, biological and economic conditions affect a child. Bronfenbrenner depicts ecology as the context and institutions that affect individuals as they grow. Ecological theory helps to explain how a child's development relies on independent relations in various levels of the social systems. He describes the ecological system levels as a set of nested structures each enclosed as a subset of the other. The child is seen to be at the centre. The ecological systems consist of microsystem, mesosystem ecosystem, macro system and chronosystem (Bronfenbrenner, 1989).

Microsystem aspect of the ecological system portrays the environmental features that directly affect a child and they include the immediate surrounding which is home, school, religious institutions, peers, parents, teachers, guardians and caregivers. Microsystem is the layer that affects a child at a

closer range. Positive interactions between the aspects combined in this layer enhance the child's growth and learning. Bronfenbrenner and Morris, (2006) named the connections within the child's present environment as proximal processes. One such interaction is the one between the young adolescent and their parents; which can be reflected in how they relate to each other through parental support, communication and supervision of homework. Bronfenbrenner pointed that children's interaction within their immediate environment such as home or school determine whether and how they perform in academics. Moreover, the relations and interconnections that exist between the home and school environment also affects the individual's academic outcome (Bronfenbrenner, 1979)

The mesosystem layer connects the microsystem and the ecosystem. It consists of the interactions between microsystems in which a child is an active participant. The two powerful microsystems outside family are school and peer system referred to as mesosystem (Bronfenbrenner & Morris, 2006). At this level the microsystems' function but in an interconnected way. They have effect on one another. The happenings that take place at home can affect schooling of a child. The link between parent-child, parent- teacher and teacher -child is crucial. Parent-teacher sharing of the strength, weakness, likes, dislikes, needs of the child affect greatly. Supervising children's homework, providing materials needed for use at school and at home creates an opportunity for children to perform academically (Ercan, 2016).

The ecosystem consists of one or more factors which cannot be directly linked to the child as far as active participation is concerned but still affects such individual. Parents' extended family members, parent`s workplace, neighbourhood and the media are considered some of the settings and institutions in ecosystems. These elements indirectly affect children despite them not being active participants in them. The impact that they have on the parent hinders the parent from giving the intended support to the child; having healthy communication and supervising homework given to the child. For instance, parent`s work environment may not allow the parent to have quality time to interact with the child at home; communicate about school matters; the progress, the strength and weakness among others. Besides that, the parent might receive a promotion that requires more travel hence limiting the frequency of interaction with the child, teachers and school events, thus resulting to an environment that is not supportive to children's learning (Bronfenbrenner, 1979).

Macrosystem level of the ecological system comprises of social patterns, values, beliefs, political and economic systems. It describes the curving culture in a society that affects a child as well as the microsystems and mesosystems that surround those cultures (Bronfenbrenner, 1979). These elements of the culture obviously affect the child. For the example, family values, societal values and chid rearing practices have direct impact on how the child develops as well as their academic outcomes at school . Moreover, a child from a poor family feels the effect when it reaches a level where the required needs to sustain him/her in learning are not provided.

Bronfenbrenner's theory argues that school experiences among children go beyond the interactions in school or among teachers. They also include those of parents and family. Therefore, understanding the effect of the child's context provides theoretical basis of the idea of practical involvement in learner's education.

Chronosystem level of ecological system has greater effect on the other systems mentioned earlier. Chronosystem focus around life changes that a parent/family structure may undergo due to either retrenchment, death, severe illness, divorce among other changes (Bronfenbrenner, 1989). These changes impact greatly on the running of the family and interfere with the child's process of development and learning. For instance, research has found out the negative effects of divorce on children are at their peak within the first year of divorce. It brings in chaos in the family, less or no family interactions which greatly impacts on children who need to be nurtured and supported to achieve even in their education.

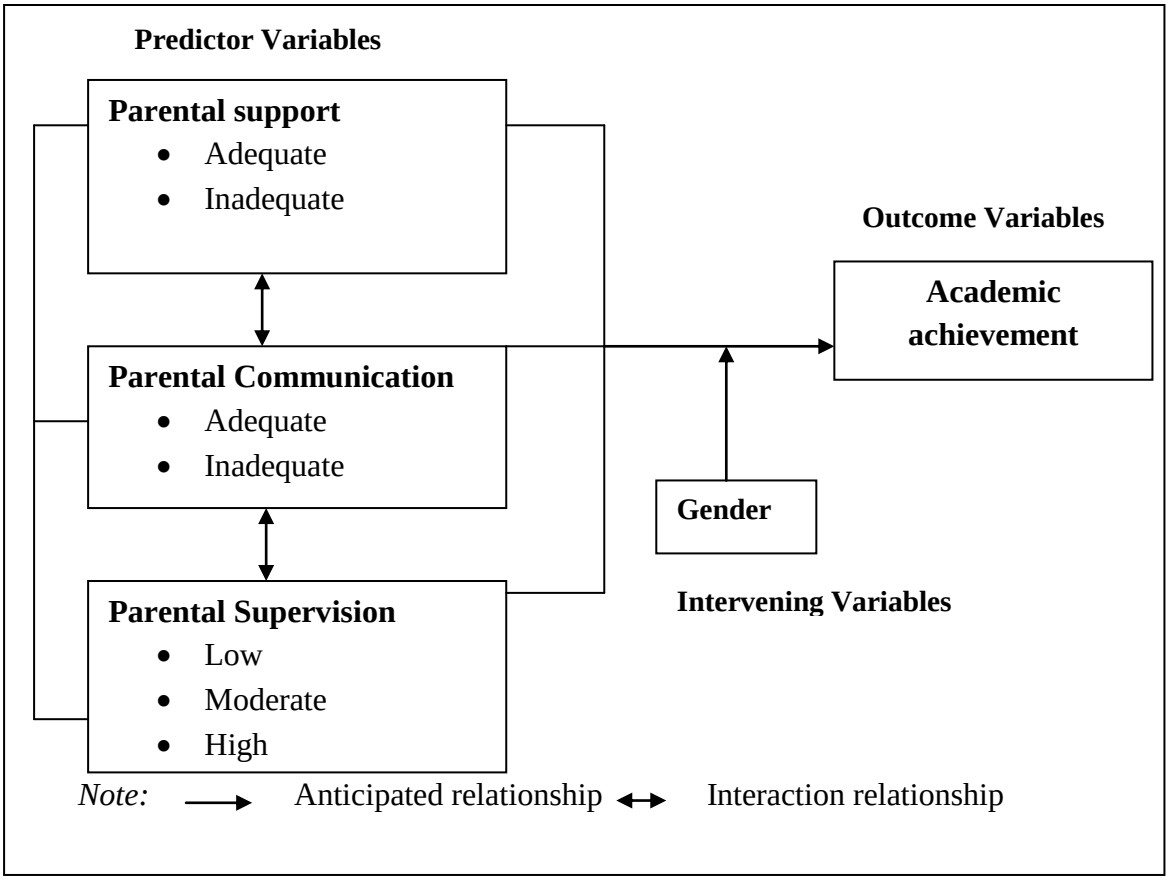
All the systems mentioned in the ecological systems theory depend on each other. What happens in any system influences all the others (Bronfenbrenner, 1989). Bronfenbrenner's theory foretells that positive healthy parental involvement at school leads to the child's high academic achievement. The interaction the child encounter in the microsystem and mesosystem contribute greatly to the child's behaviour and learning. In addition, the effects felt in the ecosystem, macro system and chronosystem drip over to the child and have an impact on the child's behaviour. According to the ecological systems theory,

events that happen at home impact on the child's behaviour at school and vice versa. Therefore, the ecological systems theory was appropriate for this study because it explains the relationship between mutual support for home and school that will enhance meaningful academic outcomes.

1.10.2 Conceptual Framework

Figure 1. 1

Conceptual Model for the Relationship between Study Variables



Source: researcher(2020)

In this conceptual framework, parental support, communication and parental supervision of homework individually and collectively relate to pupils' academic achievement. An efficient communication system links parents and teachers and eases monitoring of the academic progress of the children and intervening by providing support where necessary. Supervision of homework helps the parents to promote learning at home. This may promote their academic achievement. Gender of the parent was examined as an intervening variable. It was hypothesized that parental support, parental communication and parental supervision were associated with academic achievement.

1.11 Operational Definition of Terms

Academic achievement: A Learner's average score for mid and end of term examinations in all subjects.

Communication: Verbal engagement between parents and children and teachers and parents about school work as indicated by total scores on parental involvement rating scale

Parental support: Total score of responses to the items on PIRS scale. They indicate how parents provide material for example stationery and emotional support by encouraging their children.

Supervision of home work: Monitoring and ensuring that children have done homework. It was indicated by the total scores on parental supervision of homework scale.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews current existing literature which focuses on how parental characteristics namely support, communication and supervision of homework relates to academic achievement of the learners, summary of literature reviewed and gap identification.

2.2 The Relationship between Parental Support and Academic Achievement

The literature review in this section concentrates on how parental support relates to learners' academic achievement at different levels of education. In a study among campus students, Defauw et al. (2018) explored the association between family support and college students' performance in Northern Indiana campus in USA. Twelve participants were involved. The study aimed at establishing the support college students are given by their families in their education. Qualitative phenomenological research design was applied and data was collected from the respondents using interviews. It was found that there is a link between the family roles and how learners score at school. However, the study was guided by the phenomenological approach whose results are not statistically reliable with a large sample size and focused on college students. To address the gaps, the current study focused on standard seven learners and adopted the correlational research design.

A study that was conducted on how parents get involved in students' academics looked at middle secondary school learners of Bhutan, Southern

Asia (Gurung' et al., 2020). The target population was 1124 students, 51 teachers and 20 parents. A sample size of 220 students, 5 tutors and 10 parents were involved in the research. Concurrent convergent design was adopted. Interview guides and questionnaires were administered to teachers , parents and students at different venues. The findings established that parental support towards the learners bore several fruits including; high academic achievement, attendance, and declined rate of school drop outs. However, the study used purposive sampling technique and interviews in data collection which may introduce biasness in the study. To address these gaps, the current study used random sampling technique in getting samples. Standardized questionnaires were used to collect data.

Mante et al., (2015) studied how parental support influences primary school pupils' academic performance. Participants in this study were 26 standard six pupils and 23 parents of Adukrom Methodist primary school in Ghana. Data collection was done through interviews and administering questionnaires. Probability sampling was used in selecting the participants. It was found that with the increase of parental support, there was overall class and homework completion rate among pupils. The major limitation of this study was that it was a case study thus limiting the generalizability of the findings. This called for a need to do a similar study while drawing participants from many primary schools in order to obtain more generalisable findings. In order to address the above identified gap, the current study drew participants from 10 primary schools.

Sekiwu and Kaggwa (2019) looked at how parents support children in education and its relationship to the academic attainment of the child. The participants comprised of secondary school learners from Tororo district Uganda. The study randomly sampled 360 learners mainly from eight schools founded on three religious Denominations-Moslem, Catholic, and Anglican that pioneered western education in Uganda. The study adopted comparative research design method collecting data using questionnaires. The findings revealed high involvement of parents towards their children's education and associated it to improvement in both the learner's academic outcomes and values. However, the study focused on secondary school learners who are a bit mature compared to primary school pupils. To address this gap, the present study targeted standard seven public primary school learners to find if similar results can be obtained.

A study done by Manduku et al., (2017), looked at correlation between participation of parents and learners' academic achievement. The main participants were children from elementary school in Waldal Zone in Kericho County. The study assessed whether parents offer advice to learners and the effects of such advice on learners' achievement. Survey design was used and some participants were selected randomly while others were purposively sampled. A sample of 155 participants consisted of 35 head teachers, 70 pre-schoolers and 50 preschool teachers filled questionnaires and responded to interview questions. Document analysis was also done to retrieve the academic achievement scores. The study established that parents believed in participation and supervision correlated positively to academic achievement.

However, this study looked at parents' participation among learners at the elementary level. This necessitated the current study that focused on standard seven learners who are in their early adolescent stage to find out how parental support relates to their academic achievement.

2.3 Relationship between Parental Communication and Academic Achievement

The literature in this section focuses on how home/school communication relates to learners' academic achievement. Molden (2016) studied how participants perceive communication. The main participants were learners in first, second and third grade. The participants were drawn from eight schools located in a sub urban area in south-eastern Pennsylvania. Data was gathered from 80 teachers and 1496 families. The study adopted survey research design. Samples were conveniently drawn. Communication was found to correlate positively to learners' academic achievement. Besides that, the study also found out that effective home-school communication creates team work between parents and teachers that improve learners' learning. However, this study first limited itself to one indicator of academic achievement. The present study looked at how the joint influence of the variables, parental support, home-school communication and learning at home relate with academic achievement among standard seven learners. Secondly, convenience sampling technique used is prone to bias. To reduce biasness in sample selection, the present study employed random sampling.

A study done by Smokoska (2020), studied how parental communication with the school, as well as the students relate to the learners' academic

achievement. The respondents in this research were 41 students and their parents in Chicago. The study gathered data through self-developed surveys for the students and parents. Students who .held frequent communication with their parents about their academic progress recorded high academic outcomes. However, this study had limitations; the self-developed survey used is prone to biasness and may not yield reliable information. Secondly the sample size of 41 students is considered not adequate to produce generalizable findings. To address the gaps, the current study used standardized table by Krejcie Morgan (1970) to obtain a recommended sample of 313 pupils and standardised tools were used for data collection.

A study that was done on how Indonesian parents get involved in schooling looked at students of grades eight and nine in a junior high school (Wulandany & Herlisa, 2017). Case study design was adopted and data collection was done using interviews. The study's focus was how parents communicate with school. The findings indicated that parents' involvement in Aceh School is low and further that interaction and quality two-way communication encourages learners. However, the research was a case study done in a different cultural context limiting generalizability of the findings. In order to produce more generalizable findings, this study was done in Kenya and targeted participants from 10 public primary schools. Since data in the reviewed study was collected using interviews which are prone to biasness and subjectivity, the current study addressed this gap by utilising questionnaires in data collection.

A research was carried out in Kenya by Waiswa (2016) to explore the role of parental communication on learners' performance. A total of 80 parents whose children were in pre-primary school and 30 teachers for the learners were targeted. The locale of the study was Mumias East Sub- County and participants were drawn from both public and private schools. Theoretical framework of Epstein's model of parental involvement was adopted. The study was conducted using survey and correlation designs and data collection was done using questionnaires. It was found that communication impacted positively on academic progress of the learners.

However, the study targeted pre-primary children who cannot read and respond to a questionnaire and explain their relationship with their parents. The current study focused on similar variables among standard seven pupils who can read and respond to questionnaire items on their own appropriately. It is imperative in Kenya that learning experiences in public and private schools where participants were drawn significantly differ. Therefore, it was necessary to conduct the current study which focused on public primary schools only in order to see whether the results would be comparable.

2.4 Relationship between Parental Supervision of Homework and Academic Achievement

Espinosa (2018) did a study which looked at promoting Mathematics literacy through family involvement. The study aimed at determining whether the involvement of parents promotes development of Mathematics literacy skills and whether use of take-home Mathematics literacy bags would increase

family participation. The participants were pre-schoolers aged three to five years from a private urban bilingual child care program in northern New Jersey in USA. Survey research design was adopted and participants were interviewed to yield data for research. Findings revealed that Latino families enjoyed using the take-home maths literacy bags and that at home, parents played a role of guiding their children. However, the study was subject specific and used interviews to collect data yet interviews may be biased. Therefore, there was need to carry out a similar study considering all examinable subjects and using questionnaires in collecting data to examine whether it could produce much more reliable results.

Yamamoto et al., (2016), conducted a study which looked at how parents' supervision of their children's homework contributes to their academic outcome. The study focused on two learning areas; English and Mathematics. The main participants in the study were 116 Japanese mothers and 19 preschool going children; and 112 U.S.A mother and 17 pre-schoolers. It was a longitudinal study and survey design was applied. The results found that parental supervision of homework improved the pre-schoolers academic outcome both in English and Mathematics. However, used survey method which is characterized by rigidity whereby there is no room for adjustment of the questionnaire. To address the gap, the current study used questionnaires which were modified to suit the target population.

Ndebele (2018) conducted a research on perceptions of public primary school principals on contributions of homework in promoting academic performance in grade one through grade three. Participants in the study were

16 principals from eight public primary schools of Johannesburg, South Africa. The study was qualitative in nature and data collection was done using semi-structured interviews. Purposive sampling was employed in choosing participants. The findings showed that homework is a valuable tool in teaching among learners in the foundation phase: it enhances good performance. However, this study looked at perceptions of participants which may not be measured in quantitative terms. The current study yielded quantitative data which shows the extent and direction of relationship between parental supervision of homework and academic achievement.

Mwenda (2017) studied assistance by the parents in doing homework as the main determinant of their supervision of lower primary pupils. Standard two pupils, their parents and teachers were purposively sampled from three public schools in Laikipia to participate in this study. The participants were interviewed and completed questionnaires. A large proportion of the parents reported that they assist their children with homework; an exercise that positively impacted on learners' performance. This study had a limitation in that the standard two learners targeted in this research may not adequately answer the interview questions as well as responding to the questionnaire items. The current study focused on standard seven learners who can read and respond to questionnaire items on their own.

2.5 Gender differences in Parental Support, Communication, Supervision of Homework and Academic Achievement

This section looked at the role of gender in mediating the relationship between aspects of parental involvement and academic achievement of their

children. Guo et al. (2018) carried a study which involved 598 children and their parents. The children were in grade four, grade five and grade six. The composition of the participants was 299 boys and 299 girls. This study established that gender differences were evident in the links between parental involvements towards their children's learning. Since this study was done among participants in a Chinese cultural setting which differ from the Kenyan context, there was need to do a similar study in Kenya to determine whether similar findings would be obtained.

Chung et al., (2019) explored how parental involvement is linked to adolescents' learning outcomes. The aim was to establish the extent to which the warmth extended to the learner by either the mother or the father contributed to the learner's gross product achievement. A national representative sample of 2306 participants who hailed from a family where both parents were alive and live together was randomly drawn from a target population of diverse origins. This sample constituted 1176 males and 1130 females. Data was collected using interviews and questionnaires while analysis was done using multiple linear regression analysis. This research established existence of significant gender differences in parental involvement. The learners whose mothers were much involved in their education recorded a significantly better performance compared to those learners whose fathers were much involved in their education as well as those whose both parents were less involved in education matters. The main limitation of this study was excluding learners who were raised by either single parents or in broken marriages thus making the findings less

generalisable. To address the gap, the current study focused on learners irrespective of whether they are raised by both parents or single parent in order to produce more generalizable findings.

Yu and Ho (2018) studied whether gender serve as an intervening variable when relating parental involvement and academic performance. A sample of 13 953 7th grade learners in Taiwan was involved. This sample was composed of 7112 boys and 6841 girls whose average age was 12.40 years. Data collection was done using questionnaires and structural equation modelling was used for data analysis. Gender was found to influence parents in execution of their duties. Mothers actively concentrated on education of their daughters while fathers were more actively engaged in education of their sons. Doing a similar study among primary school pupils in Kenya might yield findings which could be generalized in a Kenyan setting.

A study by Mwenda (2017) looked at effect of gender on the participation of parents in schooling of pupils. Three schools in Laikipia County were sampled to draw the participants from. A total of 20 parents were purposively sampled. This study found that the gender of the parent determined the parents' involvement. The limitation of this study was focusing on lower grade learners who may not be much informed on academic issues and collected data from parents only. The current study addressed this gap by focusing on grade seven learners who might be in position to understand the contents of the questionnaire.

2.6 Prediction of Academic Achievement using Parental Support, Communication and Supervision of Homework

Literaure on the prediction of academic achievement from parental support, communication and supervision of homework is scanty. However, there are a number of studies that have been conducted on how each of the variables predict academic achievement which formed a basis for the current study. A study done in USA by Alghazo and Alghazo (2015) related parental support to performance in Mathematics among grades four, five and six learners. The participants comprised of 27 learners in fourth grade, 25 learners in fifth grade and 15 students in sixth grade. Data collection exercise was done using questionnaires and analysis of the data revealed that home–based activities supervised by parents had notable positive impact on how learners performed in academics. However, the study confined itself to achievement in Mathematics. To address the gap, a similar study was done in the Kenyan context among standard seven pupils which focused at joint influence of the three variables on children's overall academic achievement.

Moral-Garcia et al., (2020) carried out a study aimed at determining whether parental support predicts academic achievement. The study used the cross-sectional research design. The participants were secondary school students in Spain. The research targeted 1100 Spanish adolescents of age 12 to 16 years. Data was collected through questionnaires. The researcher established that the support that parents offered to their children impacted positively on the life of an adolescent in areas such as developing healthy habits; better outcomes in academics and satisfaction with physical and sport practices. The support also brought about positive link between the supported children and

their parents. However, the study focused on adolescents from Spain, a country that has some different cultural aspects compared to those of Kenya. According to Vygotsky's theory, cultural settings influence learning as well as learning outcomes. This necessitated a related research to be done in the Kenyan setting to establish whether similar findings would be obtained.

Amponsah et al. (2018) studied how involvement of the parents in the schooling of their children contributes to their academic achievement. The main respondents in the research were form two students in Ashanti Mampong municipality of Ghana. A sample of 471 learners was selected comprising of 186 boys and 285 girls. The research used correlation research design. Participants who were picked from specified groups completed questionnaires as well as responding to test items given in the areas of focus. The research established that children who received assistance from their parents through home works, ensuring that the home environment is fit for study; there is completion of work given; talking about school positively; setting attainable goals with the child, and supporting them through availing what is required to enable smooth learning highly contributed positively to the children's academics. However, the research focused only on two learning Areas-Mathematics and English language. Such findings may not be relied upon in explaining how parental assistance impacts on their children's performance in other subject areas, thus another complimenting research was needed. To fill the research gap, the current study focused on academic achievement of standard seven pupils in six different learning areas that are tested in five papers to establish whether similar findings would be obtained

as well as produce findings which are much more generalizable than the previous findings.

Mong'are (2017) examined the parental role in a child's education. Support, home environment and motivation offered by the parents were focussed at in this study. Data was collected from 7800 secondary school students, 45 teachers and 67 parents and a District Educational Officer in Tarime District, Tanzania. Descriptive survey research was applied, The involved schools were purposively selected whereas the participants were selected randomly. The participants responded to interview questions and filled questionnaires. The findings showed that parents actively supported their children's learning and this impacted positively on the children's academic performance. Further, the findings indicated that some parents had difficulty in meeting needs such as disciplining their children, lack of association with children and not being able to supervise progress at school. The findings of this study were generalizable among secondary school learners thus necessitating a need for doing another study among the primary school pupils that would help determine whether similar findings are obtained.

A study by Kombo (2015) explored how parents' involvement in education affected academic performance of their children. The study focused on parents' ability to provide for the academic needs of the children, parents' participation in school activities and effect of parent-school communication and their effect to their children's academic performance. The study targeted 3032 refugee pupils studying at public primary schools in Nairobi County. Cluster and purposive sampling were used to pick 308 pupils. The research

employed descriptive survey research design. This study found that parental support related positively to academic achievement. Parents who consistently engaged in healthy communication with the teachers had their children recording an improvement in their academic performance. Significant differences in academic achievement were observed between children who were well provided with basic needs by their parents compared to those who were not well provided. The children who were well provided recorded better outcome in academics. However, the study confined itself to refugee pupils and their parents. The current study addressed the gap by looking at all primary school pupils in general.

2.7 Summary of the Literature Review and Gap Identification

This section highlights the key points in the literature reviewed in the previous sections of this chapter and presents the identified gaps which the current study addressed. The studies reviewed focused on elementary learners, secondary school and college students. Studies reviewed on parental support and academic achievement reported existence of a positive association between the two variables. Parental communication and academic achievement were also found to be positively associated. Parental support and academic achievement were identified to be positive correlates in the various studies covered in the review. Parental support, communication and supervision of homework were found to be good predictors of learners' academic achievement. Finally, gender of the parent influenced the level of parental support, communication and supervision of homework thus affecting the learners' academic achievement.

However, there were some gaps which were noted in the focussed studies. On the association between parental support and academic performance, in one study, phenomenological approach which may not be reliable with a large sample size was employed while in another study, a sample was drawn from only one school thus limiting the generalizability of the findings. These gaps were addressed in the current study by employing correlational research design and drawing a sample from 10 primary schools with the aim of making the findings more generalizable across a wider population.

The studies which related parental communication with academic achievement also had some gaps. Whereas one study used convenience sampling which is prone to biasness, another study drew a sample from only one primary school limiting the generalizability of the results. The other gap noted was studying pre-primary learners who cannot appropriately respond to questionnaire items. The current study addressed these gaps by using random sampling which drew a sample of standard seven participants from 10 primary schools.

The gaps which were identified in the literature review on parental supervision of homework were focusing on performance in a specific subject, use of interviews which may be biased to collect data and studying perceptions which are not measurable in quantitative terms. The current study addressed these gaps by using questionnaires to collect quantitative data which gives measurable terms of describing the relationship among the variables.

The studies reviewed on prediction of academic achievement from parental variables had gaps such as looking at performance in Mathematics only and targeting special groups of participants such as refugee pupils. The gaps were addressed in the current study which focused on academic achievement among all primary school learners. Finally, in the literature review on the role of gender in mediating the relationship among the variables, it was noted that the two of the studies reviewed were done in a foreign setting hence creating a necessity for this study which was done in a Kenyan setting to determine whether similar findings would be obtained. The other study reviewed in this section focused on lower grade learners and their parents who may not have been much involved in academic issues. To address these gaps, the current study was done in a Kenyan setting among standard seven pupils who have been in the school system for a longer period compared to lower primary school pupils.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter paid attention to a detailed description of the research design, research variables, location of the study, sampling techniques and sample size. In addition, the chapter presented research instruments, data collection techniques, logistical and ethical considerations and data analysis.

3.2 Research Design

Correlation research design was applied in this study. Creswell (2012), defined correlation as a quantitative non-experimental form of research design in which the researcher uses the correlation statistics to explain and quantify the relationship between the variables. This design was deemed appropriate for measuring the degree of association between the variables. The design sought to find out how parental support, communication and parental supervision of homework relate to the academic achievement of pupils.

3.3 Research Variables

This study has five variables which include; parental support, communication and parental supervision of homework. The variables were examined as predictor variables of academic achievement. Gender was an intervening variable. Gender was measured at ordinal level of measurement. Parental support, communication, parental supervision of homework and academic achievement were measured at interval level. The variables were examined as predictor variables of academic achievement.

3.4 Location of the Study

The research was conducted in Kasarani Sub-County, Nairobi City County. The Sub- County has 25 public primary schools. The Sub-County comprises of two educational zones; Kahawa and Ruaraka zones which have 13 and 12 pub schools respectively. The researcher selected the locale due to the consistent low performance in KCPE from 2015 to 2019 as shown in Table 3.1.

Table 3. 1

KCPE Mean Scores for Nairobi City County from 2015 to 2019

Year	2015	2016	2017	2018	2019
County Mean	247.08	248.25	248.32	248.46	249.11
Kasarani	**217.97**	**221.20**	**219.35**	**201.24**	**228.15**
Embakasi	247.53	245.48	248.03	247.53	254.78
Dagoretti	233.95	235.55	241.69	240.44	244.91
Kamukunji	244.24	244.70	249.82	243.96	253.56
Langata	255.24	251.35	254.69	262.96	265.94
Makadara	262.07	262.09	264.54	261.37	262.78
Starehe	235.17	237.77	236.22	236.18	239.83
Westlands	264.22	264.54	266.95	265.81	274.35

The study focused on 10 public primary schools that have consistently recorded low mean scores ranging from 197.98 to 239.25. The KCPE performance of the 10 schools is shown in Appendix F. The area was also selected due to the basis that there is scanty literature on parental involvement and academic achievement of the pupils.

3.5 Target Population

Standard seven pupils of Kasarani Sub County in 2020 were targeted in this study. The accessible population consisted of 1645 standard seven pupils in 10

public primary schools. The boys made up 47.96% of the accessible population while girls constituted 52.04 %, (Sub County Education office, 2020). Standard seven pupils were the most preferred sample because they have spend seven years in the primary schooling process and they are likely to have experienced to a great extent parental involvement in their academics. Given that they are in their early adolescent stage of development where majority of the youth need to be guided to overcome the challenges of having a balance between the pressure that comes up with the developmental changes they encounter physically, emotionally, socially, psychologically and their academics to be able to succeed (Holloway & Sira, 2018). Finally, standard seven learners are able to read and reliably respond to the items in the questionnaires.

3.6 Sampling Techniques and Sample Size

3.6.1 Sampling Techniques

Kasarani Sub County, 10 public primary schools out of the total 25 and standard seven classes were purposively selected. The selected ten schools have steadily maintained low scores on average in KCPE for the last five years. A sample of 313 pupils who were randomly selected was used. The number of pupils and their composition in terms of gender to be drawn from each school was proportionately determined. The selection criteria selected participants from five primary schools per zone.

3.6.2 Sample Size

The sample was 313 pupils. Arriving at this figure was guided by use of sample size determination formula and table which were developed by Krejcie and Morgan (1970). The formula is as shown below:

$$n = \frac{X^2 NP(1-P)}{d^2(N-1) + X^2 P(1-P)}$$

Where

n- Required sample

X- Z Value for the confidence level required

N- Population Size

d- Degrees of Accuracy

P- Population Proportion

Using the table, the minimum sample size for a population of 1645 pupils should be 313 as shown in Appendix E. The sample consisted of 151 boys and 162 girls; the sampling distribution is summarized in Table 3.2

Table 3. 2
Sampling Frame

School	Target population			Sample size		
	Total No. of pupils	Boys	Girls	Total Sample	Boys	Girls
A	128	60	68	24	11	13
B	219	109	110	42	21	21
C	277	142	135	53	27	26
D	185	101	84	35	19	16
E	114	55	59	22	11	11
F	175	85	90	33	16	17
G	78	39	39	15	8	7
H	146	68	78	28	13	15
I	101	40	61	19	8	11
J	222	90	132	42	17	25
Sub-total		789	856		151	162
Total		**1645**			**313**	
		100%		100%	(Appr. 19%)	

Note: Appr. - Approximately
Source: Sub-County Director of Education Office, Kasarani (2020).

3.7 Research Instruments

Questionnaires and document analysis were utilised for data collection in this research.

3.7.1 Questionnaire for Pupils

This tool gathered information on the respondent's demographic data, parental support, communication and parental supervision of homework. This questionnaire had six parts labelled as A, B, C, D, E and F. Part A contained the demographic data; part B had information on parental support using the modified parental involvement rating scale (PIRS) (Naseema & Gafoor, 2001). Part C sought information on the parent –child/parent-teacher communication using the Naseema and Gafoor (2001) scale. Part D sought information on the parental supervision of their children's homework using the Epstein and Salina's scale (1993). Part E collected data on parental support for learning for mother, father and guardian and part F collected data on academic achievement of the pupil.

The original PIRS scale has 92 items with nine sub scales. This study adapted 82 items which were picked from two sub scales namely parental encouragement and parental provision of physical facilities. Parental encouragement sub scale measures participation of the parents in offering both material and non material rewards and communication. Parental provision of physical facilities sub scale measures how parents provide material needs to their children. The scale developers used a sample of 370 participants and established the internal consistency reliability of PIRS scale to be 0.91. In order to minimise chances of reducing reliability when adapting

the sub scales, the internal consistency reliability of the sub scales was also established. Parental encouragement and parental provision of physical facilities had internal consistency reliabilities of 0.73 and 0.50 respectively. The items on parental support form section B while those on communication form section C of the questionnaire. The items in the two sections of the questionnaire are rated on Likert scale as follows: *Always true, Sometimes true* and *Never true*. The respondent should mark one option that best express the level of agreement with (X). During scoring positive statements, points are awarded as follows; always *true =2, Sometimes true=1* and Never *true=0.* Scoring was reversed for negative statements. The total score in a section indicates the level of parental involvement.

Epstein and Salina (1993) scale measures parental supervision of their children's homework. The items rating is based on a likert scale which has four points whose rates range from *1-Strongly Disagree* to *4-Strongly Agree.* The full scales are given in Appendix B. The scales were adapted to develop the questionnaire for parental support for learning scale for mother, father and guardian (Section E).

3.7.2 Proforma Analysis on Pupils' Academic Achievement

The participants' academic outcomes were inferred from the learners' progressive records kept by the teachers. The average scores for midterm and end of term two 2020 were copied into the pro forma in section F of Appendix B. The scores were transformed to T scores so as to enable comparison of academic achievement of pupils from various schools.

3.8 Pilot Study

A pilot study was undertaken before the actual study. The pilot study school was chosen purposively and was not to be involved in the actual study. Participants for piloting were randomly selected. 35 standard seven pupils participated. The researcher analysed the data gathered in the pilot study for the purpose of checking whether the data collection tools were valid and reliable. The feedback assisted the researcher refine the tools.

3.8.1 Validity of the Study Instruments

Validity of a research tool is its ability of a tool to produce accurate results when subjected to measuring what the tool was designed for (Creswell, 2012). Content validity of the questionnaire was ascertained by consulting the lecturers who are specialists in that field. They were consulted to gauge and ascertain whether the selected data collection tools had content validity.

3.8.2 Reliability of Study Instruments

Reliability is an index showing consistency of similarity of results on repeated administrations of one tool (Mugenda & Mugenda, 2003). The reliability of PIRS was established through the pilot study carried out for a period of two weeks and the results are as indicated in Table 3.3.

Table 3. 3
Summary of Analyses of Measures of Reliability

Scale	No. Items	Cronbach's alpha (Authors)	Cronbach's alpha (Pilot)
Parental support	15	.91	.86
Parental communication	17	.91	.75
Parental Supervision	10	.91	.78

To establish the reliability of PIRS, Cronbach alpha (α) coefficient was evaluated for parental support, parental communication and parental supervision scale. The results indicate that the reliability coefficient for parental support, parental communication and parental supervision scale were .86, .75, and .78 respectively. This was moderately lower than dimensions reported by Akello (2020) and Kisiang'ani (2018) for the causal measures for parental support, parental communication and parental supervision scale .91, .91, and .91 respectively. The multidimensional attribution scale reliability dimension was .80. The reliability coefficients score was slightly higher compared to the acceptable score 0.7 given by Raykov and Marcoulides (2019). The current study's reliability (α) coefficient estimates for parental support, parental communication and parental supervision scale implies that the scale was reliable. Out of these findings, the scale was deemed appropriate and adopted for use in this study. The low reliability may be associated with cultural differences.

3.9 Data Collection Techniques

The researcher contacted the heads of the institutions where participants were being drawn from. The schools were then visited for familiarization. During familiarization exercise, briefing the participants and arranging the appropriate date and time for data collection were done. Data were collected from the pupils during lunch break and at 4 p.m to avoid disrupting the school programme of teaching.

3.10 Data Analysis

Collected data was processed through coding and keyed into the SPSS (Version 21). The data were checked for missing values and outliers. Missing values and outliers were replaced with the mean of the other scores. All the tests for testing the null hypotheses were performed using the SPSS. Data was summarized using descriptive statistics while presentation of the results was done using tables. The null hypotheses which had been advanced were tested using the stated statistical tests:

$H0_1$: There is no significant relationship between parental support and academic achievement have no significant relationship. Statistical test: Pearson's product- moment correlation coefficient (Pearson's r).

Ho_2: There is no significant relationship between parental communication and their children's academic achievement. Statistical test: Pearson's r.

Ho_3: There is no significant relationship between parental supervision of homework and their children's academic achievement. Statistical test: Pearson's r.

Ho_4: There are no significant gender differences in parental support, communication and supervision of homework given to their children in relation to academic achievement. Statistical test: T test for independent samples.

Ho_5: Children's academic achievement cannot be significantly predicted using parental support, communication and supervision of homework: Statistical test: Multiple regression analysis.

3.11 Logistical and Ethical Considerations

3.11.1 Logistical Considerations

A research approval from the Graduate school of Kenyatta University was sought and afterwards the researcher sought NACOSTI research permit. The researcher then informed the Nairobi City Education County Director and the Sub-County Director of Education (SCDE) in Kasarani Sub- County. Lastly the headtschers and the teachers who were involved in the research were informed for authorization to conduct research in their schools.

3.11.2 Ethical Considerations

The researcher briefed the participants the intentions of the research and requested them to volunteer to participate. The volunteers were given consent forms to sign. The pupils were not allowed to write their names or admission number on the questionnaire. Assurance of no harm and confidentiality when handling the information that was provided was given to the participants. In addition, freedom to withdraw in the course of the study without penalties were given and a promise to share the findings of the study to the participants.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study, interpretations and discusses the results. It is subdivided into four parts starting with the introduction, general and demographic information followed by analysis. Finally, the findings are discussed as per the study objectives. The study objectives were as follows:

i. To establish whether parental support and their children's academic achievement are related.
ii. To find out whether a correlation exists between parental communication and their children's academic achievement.
iii. To determine how parental supervision of homework relates to academic achievement of the children.
iv. To establish the gender differences in parental support, communication and supervision of homework in relation to academic achievement.
v. To determine a predictive equation for academic achievement using parental support, communication and supervision of homework.

4.2 General and Demographic Information

This section provides general details along with the background information of the study participants generated using descriptive statistical procedures. Tables have been used in the presentation of the descriptive results. The

analysis begins with the return rate of the data collection instruments followed by demographic data of the pupils who participated in the study.

4.2.1 Return Rate of the Questionnaires

Table 4.1 indicates the rate at which the research instruments issued were returned.

Table 4.1

Return Rate of the Instruments

Questionnaires Administered			Return Rate		
	Boys	Girls	Boys	%	Girls	%
	151	162	140	92.7	143	88.3
Total	313		283		90.4

The study sample comprised of 313 participants, 151 were boys while 162 girls. Out of the 313 administered questionnaires, the number that was returned was 283 translating to return rate of 90.4%. The return rate by gender consisted of 140 (92.7%) for male pupils and 143 (88.3%) for female pupils, which indicate that male pupils had a higher return rate compared to female pupil. The 100% return rate was not achieved because some of the research instruments were not returned while others were partially filled. These questionnaires were not included in data analysis.

4.2.2 Demographic Data

The participants were drawn from mixed gender institutions. Therefore, the sample consisted of both female and male pupils and the distribution was as indicated in Table 4.2.

Table 4.2
Gender of the Pupils

	Frequency	Percent
Male	140	49.5
Female	143	50.5
Total	283	100.0

Table 4.2 indicates that a majority of the pupils (143) representing 50.5% were females while 140 representing 49.5% were males. The ages of the pupils who took part in the research was determined and the findings regarding the ages are as shown in Table 4.3.

Table 4.3

Age of the Respondents

	N	Range	Min	Max	Mean	SD	Sk	Kur
Age	283	5.00	13.00	18.00	13.69	1.00	.58	2.19
	283							

The data in Table 4.3 indicate that the mean age of the respondents was 13.69 years with a standard deviation of 1.00. The minimum score was 13 years while the maximum age stood at 18 years. The findings indicate that some pupils were older than expected. The aged pupils might have delayed schooling due to factors such as poverty and illnesses.

The age of the pupils by gender was also analyzed and the outcome of the analysis is given in Table 4.4.

Table 4. 4

Age of the Respondents by Gender

Gender	Mean	Std. Deviation	Minimum	Maximum	Range
Male	13.85	1.09	14.00	18.00	4.00
Female	13.54	.89	13.00	18.00	5.00
Total	13.69	1.00	13.00	18.00	5.00

As per the statistics given in Table 4.4, male pupils' mean age was 13.85 years with a standard deviation of 1.09. The ages ranged between 14 and 18 years. On the other hand, the mean age for the female pupils was slightly lower at 13.54 years with a standard deviation of .89. The ages of the female pupils were spread from 13 to 18 years. There were no much variations in range based on gender since it was 4 years for the male pupils while that of the female was 5 years. The findings imply that some female pupils join the school system earlier compared male pupils. This could be explained by the fact that girls mature faster that girls in their early age compared to girls.

4.3 The Relationship between Parental Support and Academic Achievement

The first objective of this study was to test whether parental support relates to pupil's academic achievement. Parental support analysis scores were obtained using Likert scale and the descriptive are presented.

4.3.1 Descriptive Statistics for Parental Support

Parental support scale consist of 15 items on a three point Likert scale (always true= 2, sometimes true = 1 and never true = 0). The expected minimum score

was 0 while the maximum score was 45. Table 4.5 shows the descriptive statistics of parental support scores.

Table 4.5

Descriptive Statistics for Parental Support

	N	Range	Min	Max	Mean	*SD*	Sk	Kur
Parental Support	283	20	10	30	19.84	4.02	-.34	-.28

Table 4.5 shows that participants' parental support scores' mean was 19.84 with standard deviation of 4.02. The range was 20. The maximum value was 30 with the minimum value being 10. Based on the skewness and kurtosis coefficients, parental support scores were deemed to have near normal distribution. The scores on parental support were further categorized by gender of the pupils as shown in Table 4.6.

Table 4. 6

Descriptive Statistics of Parental Support Scores by Gender

Gender	Mean	Std. Deviation	Minimum	Maximum	Range
Male	19.72	3.88	11	30	19
Female	19.96	4.15	10	30	20
Total	19.84	4.02	10	30	20

Note. N = 283

As per the data in Table 4.6, parental support mean scores for male pupils was 19.72 (*SD*=3.88) with a range of 19. The maximum score was 30 while the minimum score was 11. The mean score for the female pupils was 19.96 (*SD* = 4.15) with a range of 20. The values of the scores were spread from 10 to 30. The results indicate that parental support towards female pupils was

slightly higher compared to their counterparts. These findings are consistent with Lara and Saracostti (2019) report that revealed gender differences in parental investment in education where more attention and resources are invested in female students compared to male students.

Based on the responses, the students were categorized into those who are always supported, those who were not sure and those who don't get support. The results are given in Table 4.7.

Table 4.7

Description of Extent of Parental Support

Level of Parental Support	Frequency	Percent
Always Supported	162	57.2
Not Sure	100	35.3
Not supported	21	7.5
Total	283	100.0

Note. N = 283

Table 4.7 indicates thata large proportion of the pupils always received support from their parents, 162 pupils (57.2%) while 100 pupils (35.3%) were not sure of parental support. Twenty-one students (7.5%) indicated that they were not supported by their parents. Yulianti and Droop (2018) reported that in urban areas parent are more literate, educated and informed on how significant education is hence they tend to support their children more contrary to those parents who reside in rural areas. The findings may be attributed to this fact but still a significant number of pupils reported that they were not supported by their parents.

The researcher also examined academic achievement scores of the pupils and the outcome generated from this examination is given in Table 4.8.

Table 4.8

Descriptive Statistics of Academic Achievement Raw Scores

	N	Range	Min	Max	Mean	SD	Sk	Kur
Raw scores of academic achievement	283	392.55	105.45	498	239.61	63.19	.29	.62

Note. N = 283

Table 4.8 presents the results of raw scores of academic achievement whose mean was 239.61 (*SD*=63.19) and a range of 392.55 marks. The lowest academic achievement raw score was 105.45 while the highest score was 498. Positive skewness was noted in the distribution of the scores. This meant that majority of the respondents had lowly performed. Scoring low scores in academics may be attributed to lack of appropriate attention and required support from parent since most of parents are often out working leaving their children with house helps. Boonk et al. (2018) suggest that quality of learning outcomes reflect the extent of interaction based on the quantity of time which a parent utilises in discussing academic issues with their children.

The raw scores of academic achievement were further analyzed based on gender and the results were as shown in Table 4.9.

Table 4.9

Description of the Raw Scores of Academic Achievement by Gender

Gender	*N*	Mean	*SD*	Minimum	Maximum	Range
Male	140	254.76	62.61	105.45	450	344.55
Female	143	224.46	63.56	102.08	498	395.92
Total	283	239.61	63.19	105.45	498	392.55

Note. N = 283

According to the statistics in Table 4.9, the mean of the raw scores for male pupils was 254.76 (*SD*=62.61) with a range of 344.55. The minimum raw score was 105.45 while the highest raw score was 450. The mean score for female pupils was 224.46 (*SD*=63.56) with a range of 395.92. The maximum score was 498 while the minimum raw score was 102.08. The findings indicate that despite the female pupils having the highest raw score compared to their counterparts, the male pupils performed better than them as they had a higher mean score. The range between the top performers and the low performers score was also very high in both groups which indicates a great variation in the performance of the pupils.

To make the academic achievement scores comparable, they were converted into T scores and the conversions were as indicated in Table 4.10.

Table 4.10

Descriptive Statistics of Standardized Scores of Academic Achievement

	N	Range	Min	Max	Mean	SD	Sk	Kur
Academic Achievement	283	62.12	24.02	86.14	49.94	10.06	.319	.579

Note. N = 283

The mean score of academic achievement was 49.94 (*SD*=10.06). The lowest score was 24.02 while the highest score was 86.14. Academic achievement scores' distribution was positively skewed which meant that majority of the pupils had low scores. The scores were further analyzed based on gender of the pupils and the outcome of the analysis is given in Table 4.11.

Table 4.11

Description of T Scores by Gender

Gender	Mean	SD	Minimum	Maximum	Range
Male	50.89	9.94	33.45	81.39	47.94
Female	49.00	10.12	24.02	86.14	62.12
Total	49.94	10.06	24.02	86.14	62.12

Note. N = 283

As presented in Table 4.11, the mean of the T scores for male pupils was 50.89 (*SD*=9.94) with a range of 47.94. The lowest score was 33.45 while the highest score was 81.39. The mean of academic achievement T score for female pupils was 49.00 (*SD*=10.12) with a range of 62.12. The maximum score was 86.14 while the minimum score was 24.02.

The study examined the level of parental support and academic achievement and the results are presented in Table 4.12.

Table 4.12

Description of Academic Achievement and Parental Support Scores

	Parental Support				Student's Marks	
	Fathers		Mothers		Fathers	Mothers
Variables	Freq	%	Freq	%	Mean Score	Mean Score
Support	164	58	153	54	55.14	54.71
Not Sure	91	32	108	38	54.55	49.61
Don't support	28	10	22	8	44.51	41.12
Total	283	100	283	100	51.4	48.48

Note. N = 283

With reference to the data in Table 4.12, 58% of the pupils indicated that they got support from the father, 32% indicated that they were not sure while

10% indicated that they did not get support from the father. In regard to maternal support, the pupils' reports were that 54% received support from their mother, 38% were not sure while 8% did not get support from the mother. Regarding parental support and academic achievement, it was found that those pupils who got support from the father achieved better than those who got support from the mother with mean scores of 55.14 and 54.71 respectively. The mean score of the pupils who reported that they were not sure of support from the father was 54.55. The mean score of the pupils who were not sure of support from the mother was 41.12. Pupils who did not get support from the father scored a mean of 44.51 while those who did not get support from the mother scored a mean of 41.12.

4.3.2 Hypothesis Testing

The first objective aimed to establish the association between parental support and the pupil's academic achievement. In efforts to determine whether a significant relationship existed between the variables, the researcher formulated the following hypothesis.

$H0_1$: Parental support and children's academic achievement have no significant relationship.

Testing the hypothesis was achieved by subjecting data to analysis using Pearson's r and the and the analysis yielded the outcome shown in Table 4.13.

Table 4.13

Correlation between Parental Support and Academic Achievement

		Academic Achievement
Academic Achievement	Pearson Correlation	1
	Sig. (2-tailed)	
	N	283
Parental Support	Pearson Correlation	.40**
	Sig. (2-tailed)	.00
	N	283

**. Correlation is significant at the 0.01 level (2-tailed).

The researcher had hypothesized that a significant relationship does not exist between the two variables. The correlation results obtained show that parental support and academic achievement have a positive correlation which is significant, r (283) =.40, p <.01. Based on the results, the null hypothesis which had been advanced was not supported, thus it was rejected. As per the findings obtained, an increase in parental support results to a corresponding increase in pupils' academic performance. Similarly, decreased parental support may be associated with decline in performance of the pupils in academics.

4.3.3 Discussion of the Results

The research sought to test the association between parental support and academic achievement. A significant positive correlation was found to exist between the two variables. Similar results were reported by Day and Dotterer (2018) in a study that examined how participation of the parents influenced academic achievement among adolescents selected from different ethnic groups in United States. The findings revealed that parental involvement significantly and positively correlated to the child's academic scores. Further,

it was found that parents of the girls were more involved in school-based academic activities compared to male students' parents. This may be associated with the sustained compagns to promote the education of girl child.

An earlier study by Anierobi and Ezennaka (2019) also found similar results when they studied how parental support influenced academic engagement and self-confidence among students in secondary school at Awka., Nigeria. The two variables were found to be significantly associated. The research found that parental support correlated highly and positively to the two variables among the adolescents. Many pupils reported to be adequately supported by their parents. However, the pupil's academic achievement mean score was low. Boys scored a higher mean in academic achievement compared to girls. On parental support, girls scored a higher mean compared to boys.

In the local context, similar results have been reported by researchers. Kisiang'ani (2018) explored whether parental support played a key role in how learners perform in Mathematics in Chwele Zone, Bungoma County, Kenya. The study found that a high number of learners had adequate support and were well taken care of. However, their academic achievement scores in mathematics were still low. Similarly, Nyakundi et al. (2020) found that parental involvement in learning activities influenced pupils' learning outcomes in Nairobi County. The study findings indicated that how actively the parents participated towards their childrens' education greatly determined learning outcomes. The results confirm the importance of parental involvement in the education of their children.

4.4 Relationship between Parental Communication and Children's Academic Achievement

This section presents the descriptive statistics results for parental communication and pupils academic achievement scores, hypothesis testing and discussion.

4.4.1 Descriptive Statistics of Parental Communication Scores

The descriptive statistics for parental communication and pupils' academic achievements scores that were obtained are given in Table 4.14.

Table 4. 14

Descriptive Statistics of Parental Communication

	N	Range	Min	Max	Mean	SD	Sk	Kur
Parental Communication	283	25	6	31	20.12	3.68	.39	2.23

Note. N = 283

The data in Table 4.14 indicate that parental communication had a mean of 20.12 (*SD*=3.68). The lowest score was 6 with 31 being the highest score (Range = 25). The skewness and kurstosis coeffiecients indicate that the scores were near normal distribution.

The parental communication scores were further analyzed by gender and their distribution is shown in Table 4.15.

Table 4.15

Descriptive Statistics of Parental Communication by Gender

Gender	Mean	*SD*	Min	Max	Range
Male	20.54	3.70	12	31	19
Female	19.70	3.63	6	30	24
Total	20.12	3.68	6	31	25

Note. N = 283

As per the data given in Table 4.15, the mean of parental communication for male pupils was 20.54 (*SD*=3.70). The lowest score was 12 while the highest score was 31(range = 19). The parental communication mean score for female pupils was 19.70 (*SD*=3.63). The maximum score was 31 while the minimum score was 6 (range = 24). The findings indicate that parental communication was higher among male pupils compared to their counterparts.

Parental communication was categorized into there levels namely; communicate, not sure and don't communicate. The statistics regarding this categorisation are given in Table 4.16.

Table 4.16

Parental Communication and Academic Performance

	Parental Communication				Student's Marks	
	Fathers		Mothers		Fathers	Mothers
Variables	Freq	%	Freq	%	Mean Score	Mean Score
Communicate	122	43	127	45	50.01	58.8
Not Sure	161	57	148	52	47.07	52.61
Don't Communicate	-	-	8	3	-	42.61
Total	**283**	**100**	**283**	**100**	**48.54**	**51.34**

Note. N = 283

According to the data in Table 4.16, 43% of the pupils indicated to have kept constant communication with their fathers while 57% indicated that they were not sure about paternal communication. None of the respondents reported that they did not get communication from the father. A majority of the pupils (52%) showed that they were not sure if they were communicated to by their mothers. Only 3% indicated that they were not communicated to by their mothers while 45% reported that they were communicated to by their mothers. Regarding parental communication and academic performance, the

results indicated that the pupils who were communicated to by their mothers scored a mean of 58.8 while those who were communicated to by the fathers scored a mean of 50.01. The mean score of the pupils who indicated that they were not sure of paternal communication was 47.07 while those who indicated that they were not sure of maternal communication scored a mean of 52.61.

4.4.2 Hypothesis Testing

The second objective sought to establish the association between parental communication and the pupil's academic achievement. To examine the correlation between the two the two variables, the researcher formulated the following hypothesis.

$H0_2$: There is no significant association between parental communication and their children's academic achievement.

The hypothesis was tested using Pearson's correlation. The analysis yielded the results presented in Table 4.17.

Table 4.17

Correlation between Parental Communication and Academic Achievement

		Academic Achievement
Parental Communication	Pearson Correlation	.55**
	Sig. (2-tailed)	.00
	N	283

** Significance level was at 0.01 (2-tailed).

The researcher had hypothesized that there is no significant relationship between parental communication and their children's academic achievement. The data derived from correlation and presented in Table 4.16 show that parental communication and academic achievement have a moderate positive

significant correlation, r (283) =.55, p < .01. Based on these findings, the obtained statistics were not supporting the null hypothesis hence neccesiating the rejection of the null hypothesis. These results suggest that an increase in parental communication resulted in a proportional increase in pupils' academic achievement. Alternatively, lower parental communication results on low academic achievement.

4.4.3 Discussion of the Findings

The study findings established that parental communication and the pupil's academic achievement are positive correlates. A study by Wang et al. (2021) reported similar results among Chinese students. The researchers investigated the parent-child communication cohesion and academic achievement. A total of 659 participants (46.3% female and 53.7% male) from grade 4 and 5 were studied with findings being interpreted using Lev Vygotsky's childhood psychological development theory which holds that relations between parents and children impacts on how the child develops socially as well as how they perform in academics. Mother-child relationship was found to associate directly with learners' academic achievement. Additionally, the study findings also revealed that father/mother-child communication and relationship showed positive implications on the students' academic achievement.

The current findings support the results of Goldschmidt et al. (2021). The study was done in South Africa among middle school students. Significant relationships between parental psychological and social distress and academic achievement of children were revealed. The research results also revealed that children raised in an engaged, emotionally expressive and social supportive

environment associated with parental communication had high academic achievement outcomes and vice versa.

Another study by Ngunya (2020) found that parent –child relations influenced children's academic outcome. The research examined the how parental contextual factors such parent –child relations, marital status and parenting styles influence academic achievement. The study was based on parenting and ecological theories and was conducted among 200 parents whose children were aged 18 years in Eldoret, Kenya. The study indicated that most children had adequate parent-child relationship. The descriptive statistics of the current study support the results of the current study, suggesting that parental communication is important in academic achievement.

In the same vein, Njambi (2019) reported results consistent with the current study findings. The study explored how parental factors such as communication and interaction affected learning outcomes among pre-schoolers in Dagoretti Constituency. The research focused on parent-child relationship and the role it played on a child's learning processes thus influencing academic outcomes. The study findings indicated that parent-children social interaction was significantly related to academic achievement.

4.5 Relationship between Parental Supervision of Homework and Children's Academic Achievement

This section presents the descriptive statistics of parental supervision in homework, hypothesis testing and discussion of the results.

4.5.1 Descriptive Statistics of Parental Supervision of Homework

The descriptive statistics of parental supervision scores are as indicated in Table 4.18.

Table 4. 18

Descriptive Statistics of Parental Supervision of Homework

	N	Range	Min	Max	Mean	*SD*	Skewness	Kurtosis
Parental Supervision	283	30	10	40	28.52	6.22	-.13	-.66

The statistics given in Table 4.18 shows that parental supervision of homework had a mean of 28.52 (*SD*= 6.22) with a range of 30. The minimum score was 10 and maximum score was 40. The distribution of the parental supervision of homework scores were near normal as indicated by the skewness and kurtosis coefficients.

The parental supervision of homework scores were further analyzed by gender and their distribution is shown in Table 4.19.

Table 4.19

Description of Parental Supervision of Homework by Gender

Gender	Mean	*SD*	Minimum	Maximum	Range
Male	28.37	5.74	15	40	25
Female	28.66	6.69	10	40	30
Total	28.52	6.22	10	40	30

The results in Table 4.19 indicate that parental supervision of homework mean score among male pupils was 28.37 (*SD*=5.74). The lowest score was 15 while the highest raw score was 40 (range = 25). Parental supervision of homework mean score among female pupils was 28.66 (*SD*=6.69). The maximum score was 40 while the minimum raw score was 10 (range = 30).

The findings indicate that parental supervision of homework was slightly higher among female pupils compared to male pupils. The reason for this could be due to the perceived independent mindset among male pupils compared to female pupils, which might have reduced their quest for assistant while doing their homework.

Parental supervision was categorized into; the parent supervises homework, not sure and don't supervise homework and the statistics derived as given in Table 4.20.

Table 4. 20

Parental Supervision of Homework and Academic Achievement

	Parental Supervision of homework				Student's Marks	
	Fathers		Mothers		Fathers	Mothers
Variables	Freq	%	Freq	%	Mean Score	Mean Score
Supervise HW	35	12.34	38	13.4	52.61	56.13
Not Sure	50	17.54	140	49.6	48.52	52.74
Don't supervise HW	198	70.12	105	37.0	42.78	46.86
Total	283	100	283	100	47.97	51.91

Note. N = 283

Asccording to the statistics in Table 4.20, 12.34% of thelearners reported that their fathers supervised their homework, 17.54% reported that they were not aware of paternal supervision of homework while 70.12% of the pupils indicated that their fathers did not supervise their homework. Majority of the pupils representing 49.6% indicated that they were not sure if their mothers supervised their homework, 13.4% reported that their mothers supervised their

homework while 37% indicated that the mother did not supervise their homework. The pupils who indicated that their fathers supervised their homework scored a mean of 52.61 while those who were supervised by their mothers scored a mean of 56.13. The mean score of the pupils who were not sure of parental supervision of homework scored a mean of 48.52 and 52.74 for paternal and maternal supervision of homework respectively. Those who were not supervised by their mother and father scored a mean of 42.78 and 46.86 respectively.

4.5.2 Hypothesis Testing

The third objective aimed to establish the correlation between parental supervision of homework and their children's academic achievement. To determine whether the two variables are correlates, the researcher tested a null hypothesis which had been advanced as follows:

$H0_3$: There is no significant relationship between parental supervision of homework and their children's academic achievement.

To test the hypothesis, the collected data was subjected to analysis using Pearson's correlation test and the outcome of the analysis is given in Table 4.21.

Table 4.21
Correlation between Parental Supervision and Academic Achievement

		Parental Supervision
Academic Achievement	Pearson Correlation	.36**
	Sig. (2-tailed)	.00
	N	283

**. Correlation is significant at the 0.01 level (2-tailed).

The researcher hypothesized parental supervision of homework and their children's academic achievement have no significant correlation. The correlation results presented in Table 4.20 indicate that parental supervision and academic performance had positive correlation which was significant (r (283) =.36, p < .01). On the basis of the results, the null hypothesis was rejected. These results suggest that an increase in parental supervision resulted to a substantial increase in the child's academic achievement and vice versa.

4.5.3 Discussion of the Findings

The current study sought to find out the relationship between supervision of homework and academic achievement of their children. The findings indicated existence of a significant positive correlation between the two variables. Previous studies which had reported similar findings include Silinskas and Kikas (2019) who looked at correlations between participation of the parents towards learning and the performance of their children in Mathematics. The results indicated that low participation of the parents was associated with low self-concept and poor performance. On the other hand, increased parental involvement in homework control was associated with high self-concept and high academic performance. The findings support the correlation results of the current study in regard to the relationship between the two variables. Additionally, Silinskas and Kikas reported that girls had high perceived parental involvement in homework compared to boys, the current study support these findings as shown in the descriptive results presented in Table 4.18.

Azuji, et al. (2020) also found similar results from their investigation of the correlation between parents' home involvement in education of the children and their academic achievement outcome in Anambra, Nigeria. The study established that there existed a positive correlation between parental home participation in learning and the primary school pupils' performance.

The results of the current research support the findings of Murundu and Murundu (2020). Murundu and Murundu found that increased supervisory role of the parents corresponded to improved academic outcomes. In addition, most of the pupils reported that they didn't receive adequate parental supervision of their homework. The findings of the current study support the findings of Murundu and Murundu on the correlation between parental supervision of homework and academic achievement. The results suggest that parental supervision of homework is very important for academic achievement of the pupils.

4.6 Gender Differences in Parental Support, Communication and Supervision of Homework

The contents of this section are descriptive statistics for gender differences in parental support, communication and supervision of homework scores, hypothesis testing and discussion of the results.

4.6.1 Descriptive Statistics of Gender Differences in Parental Support, Communication and Support

The descriptive statistics for the gender differences in parental support are as shown in Table 4.22.

Table 4. 22

Mean of Parental Support by Gender

Gender	*N*	Mean	*SD*
Male	140	19.72	3.88
Female	143	19.96	4.15
Total	283	19.84	4.02

Note. N = 283

The statistics in Table 4.22 indicate that parental support values had a mean 19.72 (SD=3.88) for male pupils. The parental support values for female pupils was 19.70 (SD= 4.15). Female learners had a slightly higher mean compared to their male counterparts in this dimension.

Table 4.23

Mean of Parental Communication by Gender

Gender	N	Mean	Std. Deviation
Male	140	20.54	3.70
Female	143	19.70	3.63
Total	283	20.12	3.68

As per the information in Table 4.23, parental communication's mean for male pupils was 20.54 (*SD* = 3.70). The parental communication mean score for female pupils was 19.70 (*SD* = 3.63). The findings indicate that parental communication was slightly lower among female pupils compared to the male pupils. Table 4.24 gives the mean of parental supervision by gender.

Table 4. 24

Mean of Parental supervision by Gender

Gender	N	Mean	Std. Deviation
Male	140	28.37	5.74
Female	143	28.66	6.69
Total	283	28.52	6.22

The statistics in Table 4.24 shows that the mean of parental supervision for male pupils was 28.37 (*SD*= 5.74) whereas The mean for female pupils was 28.66 (*SD* = 6.69). Female pupils reported a slightly higher mean score on parental supervision compared to male pupils.

4.6.2 Hypothesis Testing

In the fourth objective, the researcher aimed to establish whether gender differences exist in parental support, communication and supervision of homework. In order to achieve this objective, the researcher formulated three suplementary null hypotheses and subjected them to hyporhesis testing. The complementary hypotheses were as follows:

H_{041}: There are no significant gender differences in parental support in relation to academic achievement.

H_{042}: There are no significant gender differences in parental communication in relation to academic achievement.

H_{043}: There are no significant gender differences in supervision of homework in relation to academic achievement.

To test the hypothesis, the collected data were analyzed using T test for independent samples and the outcomes of the test are as given in Table 4.25.

Table 4. 25

Results of Independent Samples T Test

		T	*df*	Sig. (2-tailed)	Mean difference
Parental Support	Equal variances assumed	-.49	281	.62	-.24
	Equal variances not assumed	-.49	280.39	.62	-.24
Parental Communication	Equal variances assumed	1.94	281	.05	.84
	Equal variances not assumed	1.94	280.51	.05	.84
parental Supervision	Equal variances assumed	-.39	281	.69	-.29
	Equal variances not assumed	-.39	276.25	.69	-.29

Note. N = 283

The researcher hypothesized that significant gender differences do not exist in parental support, communication and supervision of homework in relation to academic achievement. Table 4.25 indicates that the difference in mean between male and female participants on parental support was not statistically significant, t (283) = - 0.49, p = .62. Similarly, the difference in mean of parental communication between boys and girls was not statistically significant, t (283) = 1.94, p = .054. The same results were obtained on parental supervision of homework where it was established that the difference in means between boys and girls was not statistically significant, t (283) = -0.39, p = .693. Therefore, all the three null hypotheses were rejected. The findings suggest that even though the female or the male respondents scored slightly higher in the variables the difference was not substantial. Therefore, there was no substantial difference between boys and girls in parental support, communiation and supervision of homework.

4.6.3 Discussion of the Findings

The researcher tested for existence of gender differences in parental support, communication and supervision of homework in relation to academic achievement. The tests done to establish the differences in means between boys and girls in the three instances yielded values which were not statistically significant. Similar findings were obtained by Silinskas and Kikas (2019) study, which explored the association between aspects of parental participation in mathematics homework and academic achievement. The findings also revealed that parental support and involvement was lower among boys compared to girls however the difference was not statistically significant.

These findings of the current study support the results of Silinskas and Kikas. The descriptive results given in Table 4.21 and Table 4.23 indicate that female student's parental support and supervision of homework rating was high while the rating of the male pupils in the same variables was lower. Interpretation of these findings is that significant gender differences do not exist in parental support despite the higher mean score that was recorded among female pupils.

The results were also consistent with the findings reported by Azuji et al. (2020) whose study explored the association between support offered by the parents and learners' scores in mathematics among 9^{th} grade adolescents in Nigeria. The study identified parental support and academic performance as positive correllates. Further analysis from the study reported that parental supported among female students was higher compared to male students. The findings support the descriptive results in Table 4.21. However, the results

obtained when t-test was done showed that the difference was not statistically significant.

The results corroborate the findings of Kirui (2018) in a study which looked at the influence of parental participation on academics among primary school level boys in Tinderet, Nandi County. The findings showed that parents provided adequate social support and had enough time to interact with their children which impacted positively in their academic performance. The findings of the current research support the results of Kirui. The current study established that male students had higher parental communication scores and higher academic scores compared to female student presented in Table 4.22 and Table 4.11 respectively.

4.7 Prediction of Academic Achievement from Parental Support, Communication and Supervision of Homework

This section presents test for regression analysis assumptions, hypothesis testing and discussion of the results.

4.7.1 Test for Regression Analysis Assumptions

To ascertain that the data collected in the study met the suitability requirement for multiple regression analyses, the data were diagnosed using normality test, multi-collinearity and singularity test, heteroscedasticity and homoscedasticity test.

The normality test was conducted as recommended by using the Shapiro-Wilk test (S-W) to interpret the normality of the study variables. According González-Estrada and Cosme normality is met when $p \leq .05$ and Shapiro-Wilk (S-W) is $\geq .05$. Table 4.26 shows the results obtained from the normality test.

Table 4.26

Normality Test Statistics

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Parental Communication	.09	283	.00	.98	283	.00
Parental Support	.12	283	.00	.97	283	.00
Parental Supervision	.080	283	.00	.98	283	.00

a. Lilliefors Significance Correction

Table 4.26 shows that parental support, communication and supervision scores were approximately normally distributed (p <.05) since there were no statistical differences as their scores which were within the normal distribution range (Shapik-Wilk (S-W) ≥.05). Their S-W values exceeded the set value of 0.5.

The data were also subjected to the multi-Collinearity and Singularity test. Tenekedjiev et al. (2021) defined multi-collinearity and singularity as the overall relationship between dependent variables in any research. According the researchers, multi-collinearity exists when dependent variables manifest higher inter-correlations among them (r=.8 and above). High inter-correlation reduces the capability of separating the effect of predictor variables on the outcome variables from each other. On the other hand, singularity occur when an independent variable in question consists of components which may serve as independent variables on their own. Both multi-collinearity and singularity impact negatively on regression model analysis. Table 4.27 presents the results that were obtained from the test.

Table 4.27

Multi-Collinearity and Singularity Test Results

Model		Collinearity Statistics	
		Tolerance	VIF
1	Parental Support	.89	1.13
	Parental Communication	.82	1.22
	Parental Supervision	.81	1.24

a. Dependent Variable: Academic Achievement

Table 4.27 results indicate that multi-collinearity tolerance values were within normal range (tolerance >.10 and VIF <10) for all the variables. For Parental support, the values were .89 and 1.13, parental communication they were .82 and 1.22 and parental supervision they were 0.81 and 1.24 for tolerance and VIF respectively. This implies that multi-collinearity and singularity were not a concern in all the three variables.

Test for the independence of observation was also conducted. This test measures the extent to which observations in a sample are influenced or related to the measurements of other subjects. The test was conducted using Durban-Watson test as recommended by Tabachnick and Fidell (2019) to check whether the assumption for n the independence of observations was met. The researchers assert that if the Durban-Watson value is <1 or > 3 it is considered as being significantly different as the data fails to meet this assumption. Table 4.28 presents the results of the Durban-Watson test.

Table 4.28

Durbin-Watson Test Results

Model	*R*	R^2	Adjusted R^2	*SE* Estimate	Change Statistics					Durbin-Watson
					R^2 Change	*F* Change	*df1*	*df2*	Sig. *F* Change	
1	.615[a]	.38	.37	7.97	.378	56.59	3	279	.00	1.84

a. Predictors: (Constant), Parental Supervision, Parental Support, Parental Communication

b. Dependent Variable: Academic Achievement

The Durban-Watson value was 1.84, which suggests that the data collected satisfied the assumption of the independence of observations. The assumption for the independent errors ranges from 1.5-2.5 (Tabachnick & Fidell, 2019). This implies that in regard to the data in question, there was no violation of the assumption for independent errors as it was not auto correlated.

According to Berenguer-Rico and Wilms (2021) heteroscedasticity describes the assumption that the error term is often constant and does not vary as values of independent variables change. This is distinguished when the variance of the variables is non-constant hence they scatter without forming a definite pattern when plotted. On the other hand, homoscedasticity is distinguished when the variance of the residuals is constant and scatters while forming a definite pattern. Gosho and Maruo (2018) ascertains that if the model is fitted appropriately no pattern should be formed when the residual variance are plotted. Figure 4.1 presents the plot of standardized residue against standardized predicted values.

Figure 4. 1

Scatter Plots for Error Terms in the Regression Model

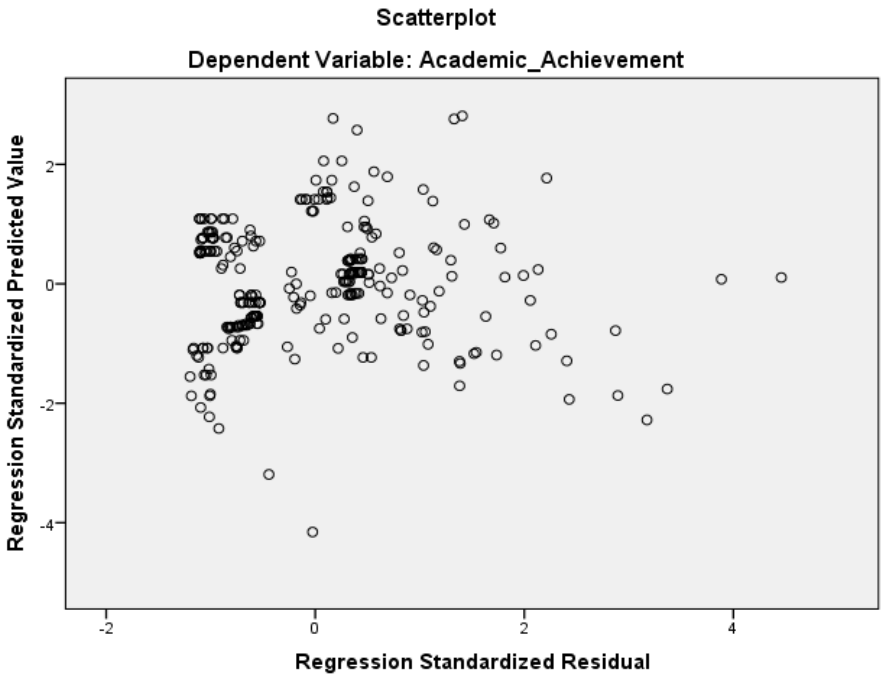

Figure 4.1 indicate that the scatter is not even and the data forms an indefinite pattern. The data points seem to be equally distributed on left and right side of the zero on the x axis and above and below the zero on the y-axis. This implies that the error was spread out consistently between the independent variables which indicate that the heteroscedasticity assumption of equal variance of the dependent variable was not violated.

4.7.2 Hypothesis Testing

The fifth objective aimed at establishing a predictive equation of parental support, communication and supervision of homework on academic achievement.

To establish the predictive equation for the three variables, the researcher formulated the following null hypothesis.

H_{05}: Children's academic achievement cannot be significantly predicted from parental support, communication and supervision of homework.

To test the hypothesis, the collected data were analyzed using multiple regression analysis.

Table 4. 29

Model Summary of Academic Achievement, Parental Supervision, Parental Support, Parental Communication

Model	*R*	*R* Square	Adjusted *R* Square	Std. Error of the Estimate
1	.62[a]	.38	.37	7.97

a. Predictors: (Constant), Parental Supervision, Parental Support, Parental Communication

b. Dependent Variable: Academic Achievement

Table 4.29 presents the model which indicates that parental supervision, parental support and parental communication accounted for 38% variance in academic achievement as signified by adjusted R square (.38). This was a fairly high influence of the independent variables on academic achievement. To determine if whether parental supervision, parental support and parental communication were significant predictors of academic achievement, the data were analyzed using ANOVA and the results are shown in Table 4.30.

Table 4.30

ANOVA for the Prediction of Academic Achievement

Model		Sum of Squares	*Df*	Mean Square	*F*	Sig.
1	Regression	10793.51	3	3597.84	56.59	.00[b]
	Residual	17739.61	279	63.58		
	Total	28533.12	282			

a. Dependent Variable: Academic Achievement

b. Predictors: (Constant), Parental Supervision, Parental Support, Parental Communication

As per the results given in Table 4.30, parental support, parental supervision and parental communication significantly predict academic achievement among primary school pupils (F (3, 279) = 56.59, p < 05). Table 4.30 displays the predictive values of the predictor variables.

Table 4.31

Regression Coefficients for the Prediction of Academic Achievement

Model		Unstandardized Coefficients		Standardized Coefficients	*T*	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.47	3.28		2.59	.01
	Parental Support	.61	.13	.25	4.89	.00
	Parental Communication	1.20	.14	.44	8.45	.00
	Parental Supervision	.18	.09	.11	2.09	.04

Table 4.31 indicates that parental support, parental communication and parental supervision had statistically significant unstandardized coefficients values as indicated by their p values (p <.05) and a constant value of 8.47. The

results also indicate the parental communication had the highest predictive weight on academic achievement (1.20, p <.00), followed by parental support (.61, p<.00) and parental supervision (.18, p <.04).The prediction equation of academic achievement from the predictor variables is as follows:

$Y = 8.47 + 0.61X_1 + 1.2X_2 + 0.18\ X_3 + Ɛ,$

Where Y = predicted academic achievement, X_1 = parental support; X_2 = parental communication; X_3 = parental supervision of homework; Ɛ = error term

The results imply that when parental support increases by a unit, this contributes to 0.61 change in academic achievement and vice versa. A unit change in parental communication could result to 1.2 change in academic achievement and a unit change in parental supervision of homework could result to 0.18 change in academic achievement.

4.7.3 Discussion of the Findings

The results indicated that parental support, communication and supervision of homework significantly predict academic achievement among primary school pupils (F (3, 279) = 56.59, p< 05). The study established that parental support had the highest predictive index (1.20, p<.00), followed by parental communication (.61, p<.00) and parental supervision (.18, p<.04). All the independent variables p values were < .05 which indicated that they were statistically significant. The findings also indicated the parental support, communication and supervision could explain 38% variance in academic achievement, this implies that the three variables had a relatively high influence on children's academic achievement. These findings corroborate

the findings of Mata et al. (2018) whose findings indicated that children who had had higher academic outcomes had adequate parent–child affective interactions and support which significantly contributed to student motivation orientation and academic achievement. The study was conducted among 5th and 6th grade learners in Lisbon, Portugal.

Similarly, Ugwuanyi et al. (2020) correlated parental support with learners' academic outcomes and found that inadequate parental support contributed to poor performance and vice versa. The current study findings corroborated the findings of Ugwuanyi et al. that parental support, communication and supervision predict academic performance. Therefore, if parents enhance their support, communication and supervision academic achievement of their children will improve.

Kaptich et al. (2019) investigated how the extent to which parents got involved and supervised the learning processes at home influenced their children's academic outcome in public primary schools located in Ainabkoi region, Kenya. The study findings indicated that the supervisory role and participation of the parents predicted their children's academic outcome. The findings of the current study support the study findings of Kaptich et al. on the prediction of academic achievement from parental support, communication and parental supervision of homework. Clearly, this demonstrates that parents can play a key role to positively contribute to improved learning outcomes among their children.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarises the findings, the implication of the findings and outlines conclusions as per the objectives. Finally, the recommendations are presented.

5.2 Summary of the Findings

The study was conducted with an aim of investigating the predictive relationship between academic achievement from parental support, communication and supervision of homework among standard seven pupils in Nairobi City County. The investigation was anchored on five objectives; to establish the correlation between parental support and their children's academic achievement, to find out whether parental communication and their children's academic achievement are related, to determine how parental supervision of homework relates to their children's academic achievement, to establish the gender differences in parental support, communication and supervision of homework relative to their children's academic achievement and the last objective was to determine a predictive equation for academic achievement using parental support, communication and supervision of homework.

The first objective sought to relate parental support and their children's academic achievement. The study found existence of a significant positive

correlation between parental support and academic achievement. Even though a majority of the pupils had adequate parental support, a significant number of pupils reported that they were not always supported by their parents. Majority of the pupils had low scores in academic achievement. Male pupils scored better in academics in comparison to female pupils.

The second objective associated parental communication and academic achievement of their children. The researcher found that an association exist between the variables as the correlation between the variables was positive and significant. Many pupils reported that their parents constantly communicate with them. However, a significant number of pupils also reported lack of parental communication. Further analysis revealed that boys had the higher mean score in parental communication compared to their counterparts.

The third objective investigated how parental supervision of homework relates to their children's academic achievement. parental supervision of homework and academic achievement were found to have a significant association. Another revelation was that many pupils had moderate scores on parental support. Further analysis revealed that male pupils had a slightly lower mean score on parental supervision in comparison to the mean of the female pupils in the same scale.

The fourth objective sought to establish the gender differences in parental support, communication and supervision of homework in relation to cademic achievement of their children. The results from the T test for independent samples revealed that the differences in mean between boys and girls in

parental support, communication and supervision of homework was not statistically significant in all the three variables. Therefore, the hypothesis that significant gender differences do not exist in parental support, communication and supervision of homework in relation to academic achievement was retained.

The last objective sought to develop a prediction equation for academic achievement using parental support, communication and supervision of homework. The findings indicated that the independent variables significantly predicted academic achievement (the dependent variable). The results indicated that parental communication had the highest predictive value, followed by parental support and parental supervision respectively. These variables were found to explain 38% variance in academic achievement score.

5.3 Conclusion

The study's findings illustrated that the support that parents offered to their children significantly and positively correlated to the academic achievement of the children. This suggests that increased parental support contributes to a corresponding improvement in academic scores and vice versa. Therefore, learners who are always supported perform better in academics compared to learners who are not always supported. For better academic performance, parents need to always support their children on academic matters.

The researcher also found that parental communication and academic achievement were significantly correlated. The implication of this finding is that the higher the parental communication and higher the academic scores and vice versa. This means that pupils who are always communicated to post

better grades in academics than the pupils who are not always communicated to. To better academic achievement of the pupils, parents need to enhance communication to their children. The communication trend may serve as a way of addressing the issue of below average performance among public primary school learners.

As per the findings, parental supervision of homework positively and significantly related to academic achievement. The results imply that improvement in parental supervision of homework leads to improvement in academic achievement and vice versa. Thus, pupils who are always supervised when they are doing homework performance better in academics compared to pupils who are not always supervised. Therefore, to enhance academic performance of the pupils parents need to always supervise their homework.

The study results established that parental support, communication and supervision of homework significantly predicted academic achievement. Parental communication had the highest predictive index of 1.2 on academic achievement. This may be attributed to the fact that parental communication creates a close bond between the parent and the child through which facilitates learning the importance of school and academic expectations. Parental supervision had the lowest predictive value of 0.18 on academic achievement. This may be attributed to the fact that a majority of the parents in the area of study are not conversant with what the children learn in school. To enhance the predictive index of parental supervision of homework on academic achievement, parents need to keep in touch with the teachers concerning the assignments the pupils are given.

When the three variables were examined jointly they were found to explain 38% variance in academic achievement score. The revelation helps to explain how parental support, communication and supervision correlate to their children's academic achievement. Adequate parental support, communication and supervision of homework increased children's academic performance while inadequate parental support, communication and supervision of homework resulted to low academic achievement. Therefore, parents need to make deliberate effort to improve on parental communication, support and supervision on homework in order to enhance academic achievement of their children.

5.4 Recommendations

Guided by the findings of the study, the following recommendations were made.

5.4.1 Practice and Theory Recommendations

i. School administrators and teachers ought to start programs to sensitize parents on the significance of parental communication, support and supervision in order to improve academic achievement of primary school pupils.
ii. Teachers should work with parents to enhance joint parental communication, support and supervision of homework to better academic achievement of the pupils.
iii. Parents should focus on providing adequate parental support, communication and supervision of homework to help their children fully maximize their academic potentials.

5.4.2 Recommendations for Further Research

i. This study involved a sample of standard seven pupils from Kasarani Sub County public primary schools. Taking into account that this sub county is in Nairobi which is the capital city of Kenya and due to its cosmopolitan nature, a limitation may arise if the results are to be generalised to other settings. Therefore, replication of this study should be done in other sub counties in Nairobi City County in order to enhance knowledge in this area.

ii. The research used quantitative data collected using self-reports which provided limited knowledge from the study findings, the study therefore recommends that similar studies should be conducted using mixed method research design to find out whether similar results can be obtained.

iii. The study employed correlation research design and therefore it was not possible to make a conclusion on causality relationship between parental communication, support, supervision of homework and academic achievement. The researcher recommends a similar study be done to establish cause effect between the study variables.

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APPENDICES

Appendix A

Consent Form

Muyaku Wachiya Indimuli

Department of Educational Psychology

P.O. Box 43844,

Nairobi.

Dear participant,

I am pursuing master student at Kenyatta University, School of Education; Department of Educational Psychology. I will be conducting a research on parental support, communication and parental supervision of homework. The research will target standard seven pupils in Kasarani Sub-county. Data collection will be done using questionnaires to be filled by the pupils. The data gathered will be handled confidentially. please complete the attached questionnaire in an honest and sincere way.

Participation is voluntary and if you agree to participate sign below.

Signature……..…….Date……

Thank you.

Yours sincerely,

Muyaku.W. Indimuli

Appendix B

Questionnaire for the Pupils

General instructions

This questionnaire is for collecting data for research purpose only. Please complete it to help in this great work. The data collected will be confidential.

Fill in the blanks

Mark (x) where applicable

The duration for completing the entire questionnaire is 45 minutes.

SECTION A: Demographic Information

1. Name of your school…….
2. Age … years.
3. Gender: Male ( ) Female ( )

SECTION B: Parental support scale for pupils

Please mark (X) where appropriate in the spaces provided against the item which expresses the extent to which you agree with the statement as shown below;

Always True (AT) = 2 , Sometimes True (ST) = 1 and Never True (NT) = 0.

Statements		AT	ST	NT
1	All required school materials are provided by my parents.			
2	My parents place great expectations in my studies.			
3	Inadequacy of learning resources such as encyclopaedia, storybooks, uniform creates difficulty with my studies.			
4	My parents ensure that am always punctual in school.			

5	Before and after school ,my parents provide food.			
6	My parent's absence in the home affects my studies.			
7	My parents assign me tasks to do hindering my studies			
8	My parents keep tract of my school attendance.			
9	My parents provide a conducive learning environment.			
10	My parents are unhappy when I ask for exercise books, pens, pencils etc.			
11	My parents attend activities in my school such as open days, sports day, class meetings			
12	Whenever I do well in tests my parents give me awards as a token of their gratitude.			
13	Whenever I finish my schoolwork, my parents have provided me with study materials.			
14	My parents allow me watch educational programmes on Television.			
15	My parents support me when I request to participate in extracurricular activities.			

SECTION C: Parent-child/parent-teacher communication scale

Please mark (X) where appropriate in the spaces given against the item which expresses your level of agreement to the statement as shown below.

Always True (AT) = 2 , Sometimes True (ST) = 1 and Never True (NT) = 0.

	Statement	AT	ST	NT
1	My parents ask me about school.			
2	My parents give me praise and encouragement about school.			
3	My parents ask me about my academic performance			
4	My parents discuss with me maters regarding my academic progress.			

5	My parents advise me to set high academic objectives for myself.			
6	My parents explain the benefits of education to me.			
7	Whenever we take a test my parents discuss the results with me.			
8	My Parents do not involve me on deciding about my studies.			
9	My parents advise me to be serious about my studies.			
10	My parents discuss my disciplinary problems with my teachers.			
11	My parents and I talk about difficulties I face at my grade level.			
12	My parents talk with teachers on how to improve my performance			
13	My parents do not follow up my academic performance.			
14	My parents don't implement my teacher's suggestions.			
15	My parents don't communicate my absence in school before the day.			
16	My parents keep good relationship with my teachers.			
17	My parents talk about TV shows with me.			

SECTION D: Parental supervision of children's homework scale

Please mark (X) where appropriate in the spaces given against the item which expresses the extent to which you agree to the statement shown below;

1=strongly disagree (SD), 2=Disagree (D), 3=Agree, 4=Strongly agree (SA)

	Statement	SD	D	A	SA
1	Parents keep an eye on me to ensure I work without distractions.				
2	Parents ensure I complete homework.				

3	My parents ensure I do homework before doing any other activity.				
4	Parents Review my homework on a daily basis.				
5	Finishing my homework is a condition for my parents to grant permission for watching TV or playing with friends.				
6	Failure to complete homework attracts a punishment from my parents.				
7	My parents assist me in time management to cater for studies and other activities.				
8	My Parents assist in doing homework whenever I seek their help.				
9	My parents are concerned about my homework and study habits.				
10	My parents set time at home for me to study privately.				

SECTION E: Parental Involvement for Learning Scale for mother, father and guardian

Please mark (X) where appropriate in the spaces provided against the item which express the extent to which you agree with the statement as shown below:

Supports (S) , Not Sure (NS) and Doesn't Support (DNS)

Parental Support Scale for Learning for mother (PSLS-M)

	Statement	**S**	**NS**	**DNS**
	Mother Support scale for pupils			
1	My mother supplies me with educational materials such as books, pencils, pens, and text books.			
2	When it comes to my education, my mum is patient with me.			
3	At home, my mother gives me with a study space.			
4	My mum is unconcerned about my academic development.			
5	My mum assists me in organizing my time so that I may complete my tasks			
	Mother-child communication scale			
6	My mother and I talk about why I need to study at home.			
7	My mother informs my teacher of my achievements.			
8	My mum advises me to be serious about my education.			
9	My mother and I frequently discuss my academic achievements.			
10	My mother and I talk my future education.			
	Mother supervision of child's homework scale			
11	My mother frequently inquiries about my homework.			
12	When I'm doing my homework, my mum does not let anything else get in the way.			
13	My mum allows me to study at home when I need it.			
14	My mum is always aware of the amount of time I devote to my assignments.			
15	Before I submit my homework, my mum always double-checks it.			

Parental Support for Learning Scale for father (PSLS-F)

	Statement	**S**	**NS**	**DNS**
	Father Support scale for pupils			
1	My father supplies me with educational materials such as books, pencils, pens, and text books.			
2	When it comes to my education, my dad is patient with me.			
3	At home, my father gives me with a study space.			
4	My dad is unconcerned about my academic development.			
5	My father assists me in organizing my time so that I may complete my tasks			
	Father-child communication scale			
6	My father and I talk about why I need to study at home.			
7	My father informs my teacher of my achievements.			
8	My dad advises me to be serious about my education.			
9	My father and I frequently discuss my academic achievements.			
10	My father and I talk my future education.			
	Father supervision of child's homework scale			
11	My father frequently inquiries about my homework.			
12	When I'm doing my homework, my dad does not let anything else get in the way.			
13	My dad allows me to study at home when I need it.			
14	My dad is always aware of the amount of time I devote to my assignments.			
15	Before I submit my homework, my dad always double-checks it.			

Parental Support for Learning Scale for the guardian

	Statement	**S**	**NS**	**DNS**
	Guardian Support scale for pupils:			
1	My guardian supplies me with educational materials such as books, pencils, pens, and text books.			
2	When it comes to my education, my guardian is patient with me.			
3	At home, my guardian gives me with a study space.			
4	My guardian is unconcerned about my academic development.			
5	My guardian assists me in organizing my time so that I may complete my tasks			
	Guardian-child communication scale			
6	My guardian and I talk about why I need to study at home.			
7	My guardian informs my teacher of my achievements.			
8	My guardian advises me to be serious about my education.			
9	My guardian and I frequently discuss my academic achievements.			
10	My guardian and I talk about my future education.			
	Guardian supervision of child's homework scale			
11	My guardian frequently inquires about my homework.			
12	When I'm doing my homework, my guardian does not let anything else get in the way.			
13	My guardian allows me to study at home when I need it.			
14	My guardian is always aware of the amount of time I devote to my assignments.			
15	Before I submit my homework, my guardian always double-checks it.			

SECTION F: Pro Forma for pupils' Examination Results

1. Name of the school……

2. Pupil's academic achievement in term 1
2020……

Total marks……
Mean…….

Class teacher's signature…….
Date……

Researchers' signature……
Date……

Appendix C

Research Authorization letter

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: kubps@yahoo.com
dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/CE/34240/16 **Date:** 19th **February, 2021**

The Director General,
National Commission for Science Technology & Innovation
P.O. Box 30623-00100,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MUYAKA W. INDIMULI-REG. NO. E55/CE/34240/16

I write to introduce Muyaka who is a Postgraduate Student of this University. The student is registered for a M.Ed. degree programme in the **Department of Educational Psychology in the School of Education.**

Muyaka intends to conduct research for a M.Ed. Project Proposal entitled, **"Parental Support, Communication and Supervision of Homework as Predictors of Academic Achievement among Standard Seven Pupils in Nairobi County, Kenya".**

Any assistance given will be highly appreciated.

Yours faithfully,

REUBEN MURIUKI
FOR: DEAN, GRADUATE SCHOOL

AM/cao

Appendix D

Research Permit

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **342837**

Date of Issue: **08/March/2021**

RESEARCH LICENSE

This is to Certify that Ms.. MUYAKU WACHIYA INDIMULI of Kenyatta University, has been licensed to conduct research in Nairobi on the topic: PARENTAL SUPPORT, COMMUNICATION AND SUPERVISION OF HOMEWORK AS PREDICTORS OF ACADEMIC ACHIEVEMENT AMONG STANDARD SEVEN PUPILS IN NAIROBI COUNTY, KENYA for the period ending : 08/March/2022.

License No: **NACOSTI/P/21/9310**

342837

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

Appendix E : Sample Size Table

Table 3.1

Table for Determining Sample Size of a Known Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size *Source: Krejcie & Morgan, 1970*

Appendix F

KCPE Analysis 2015 – 2019

NAIROBI CITY COUNTY EDUCATION DEPARTMENT						
KASARANI SUB-COUNTY KCPE ANALYSIS FOR 2015-2019						
		2015	**2016**	**2017**	**2018**	**2019**
1	MARARUI	215.98	226.38	220.08	239.25	237.45
2	MATHARE NORTH	215.01	236.83	237.27	236.45	236.89
3	M.M.CHANDARIA	222.51	236.1	222.89	232.53	214.46
4	MAHIGA	211.21	230.2	222.52	230.64	225.41
5	NJATHAINI	197.11	205.89	215.51	217.7	223.09
6	KARIOBANGI NORTH	213.88	218.01	212.18	212.18	216.39
7	NGUNYUMU	213.49	210.71	211.61	219.67	229.33
8	DANIEL COMBONI	235.81	213.11	210.6	221.6	220.74
9	GITHURAI	216.88	224.33	203.69	204.85	219.23
10	KIWANJA	221.71	223.37	197.98	201.24	207.55

Source: County Director of Education, Nairobi City County (2020)

Appendix G

Map of Kasarani Sub-County