

PARENT PARTICIPATION AND STUDENT ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN DAADAB SUB COUNTY, KENYA.

ABSTRACT

This study sought to establish whether there existed a relationship between parent participation and academic performance of students among secondary schools in Dadaab sub county, Kenya. The study, which embraced a mixture of qualitative and quantitative methods and used pragmatism research paradigm and adopted descriptive research design. Its target population was 1198 stakeholders comprising of. 1140 parents, 50 teachers in addition to the 4 principals of secondary as well as the four chairpersons of PTAs. A sample size of 300 respondents was used in the research. Data was collected using questionnaires and interview schedules. Data from questionnaire was analysed using descriptive statistics and Pearson r while that from interview guide was analysed using verbatim. The results were presented using tables of Statistical Package for the Social Sciences (SPSS) version 25. The study found that parents' participation in decision-making ($r = 0.236$, $p < 0.01$), parents' school financing activity ($r = 0.273$, $p < 0.01$), parents' motivation on learners ($r = 0.281$, $p < 0.01$), and parents' maintenance of school physical facilities ($r = 0.286$, $p < 0.01$) statistically low significant and positive relationship with performance of students among secondary school students in Dadaab sub county.

Keywords: Academic performance, Maintenance of school physical facilities, Motivation on learners, Participation in decision making, Parent participation, School financing activity, Secondary schools

1. INTRODUCTION

Administration of education is vital for providing knowledge and skills as well for inculcating values and instincts in addition to fostering right attitude and habits in life (Kaula, 2015). Moreover, empirical research has demonstrated that providing high-quality basic education is critical for attaining long-term development and eradicating poverty, illiteracy, and sickness (Okul, Sikaali & Olel, 2019). In addition, parent participation in their child's literacy practices positively affects pupil's academic performance (Fernández-Alonso et al., 2017; Martinez, 2015). Accordingly, parental engagement is already becoming a priority for schools due to its good influence on student academic achievement, as evidenced by several empirical research that indicate that parent involvement adds significantly to children's cognitive, social, and health consequences (Mutwiri, Kanana & Omondi, 2020; Smokoska, 2020; Huaisheng, et al., 2019). Traditionally, participating in school events through; Parent Teacher Associations (PTA), back-to-school evenings, open houses, parent-teacher symposiums, or volunteering at the school are examples of parental participation. Parents who participate in school activities with their children, improve their academic skills and become more active in their children's activities.

However, the Kenyan educational system is continuously facing the difficulty in delivering excellent education to all students in school, which has a substantial impact on their academic performance (Mutwir et al., 2020). Inadequate parental supervision, lack of role models have been found to being the primary causes of these problems. As a result of these issues pupils' academic achievement in the Kenya Certificate of Secondary Education (KCSE) has been poor due to; erratic school enrollment or school dropout, and a lack of transition to higher education institutions, among other things. This means that all education partners, including parents, must contribute to improving educational quality in order to help students develop their intellectual capacities.

Parent engagement is defined as parental awareness of and involvement in academics, as well as a comprehension of the relationship between parenting abilities and student academic performance, and a dedication to communicating with instructors about their children's development on a regular basis (Fuller, 2017)., Epstein (2011) suggested six types of parental participation in his model system for parental involvement; parenting (family's responsibility), communication with the school, education,

volunteering, studying, decision-making, and group collaboration (Mutwiri et al., 2020; Thuba, 2018). Specifically, Kayombo (2017) posits that parent active in school activities such as financial assistance, educational support, and administrative activities, as well as parental involvement in their children's education experience, boost motivation. The availability of facilities, according to Barasa and Tsisiga (2014), is important for enhancing children's access to education. As a result, this study assessed the relationship between each; decision making, funding, encouraging learners, as well as maintaining physical facilities and academic achievement in KCSE exams among secondary schools in Dadaab sub county.

1.2 Statement of the Problem

Despite Kenya's education system having adopted measures for seeking to ensure equitable access to quality education for all (EFA), many pupils in Daadab sub-county of Garissa county are still unable to access higher education due to their poor performance in KCSE (Karuru, 2017). Many students in the Daadab sub-county are unable to pursue further education as a result of this. Some schools in Dadaab Sub County have continuously achieved low grades and less than 10% achieve second grades inspite of having qualified teaching staff. This is particularly damaging to vulnerable populations, like orphans and the impoverished. It is further depriving Daadab sub-county society of the benefits of higher education, such as greater employment rates, higher average earnings, increased social standing, and overall economic stability. According to Njagi et al. (2013), parents are not directly involved in activities like encouraging their children study and to do their school work both at school and at home. Nevertheless, monitoring their children's activities inside and outside their houses and providing guidance and counseling services to their children is vital for improving learning and academic performance. Despite a large body of literature, globally, there really is no definitive evidence on how parent involvement affects academic success in KCSE exams in Dadaab sub county, Kenya. This research attempted to close the gap by examining the association between parental involvement and academic achievement in Kenya's secondary certificate of secondary education in the Dadaab sub-county.

1.3 Purpose of the Study

The purpose of this study was to assess the relationship between parent participation and student academic performance among secondary schools in daadab sub county, kenya.

1.4 Research Objectives

- i. To establish the relationship between parents' participation in decision-making and students' students' KCSE performance among secondary schools in Dadaab sub county
- ii. To establish relationship between parents' school financing activity and students' KCSE performance among secondary schools in Dadaab sub county.
- iii. To examine relationship between parents' motivation on learners and students' KCSE performance among secondary schools in Dadaab sub county
- iv. To establish relationship between parents' maintenance of school physical facilities and students' KCSE performance among secondary schools in Dadaab sub county.

1.4 Research Hypotheses

The study sought to test the hypotheses;

H₀₁: There is no significant relationship between parents' participation in decision-making and students' KCSE performance among secondary schools in Dadaab sub county.

H₀₂: There is no significant relationship between parents' school financing activity and students' KCSE performance among secondary schools in Dadaab sub county

H₀₃: There is no significant relationship between parents' motivation on learners and students' KCSE performance among secondary schools in Dadaab sub county

H₀₄: There is no significant relationship between parents' maintenance of school physical facilities and students' KCSE performance among secondary schools in Dadaab sub county

2. LITERATURE REVIEW

2.1 Theoretical Framework

This study described and evaluated some theories that were very helpful; including; Gordon theory of parental participation, and social capital theory. These are the relevant theories considered helpful in informing the conceptual framework.

The Gordon Theory of Parental Participation

The Gordon Theory by Gordon (1977) proposes three different models to help parents and the school relate to each other and ensure high achievement of the learners'; parent or family impact model; school impact model, and community impact model. In the parent impact model, the theory postulates that instructors have the information necessary to teach parents, and also that parents are capable of comprehending and ability to apply the disseminated knowledge to their child's academic success. The concept was created to help parents comply with the educational and social programs to enhance their behavior and produce socially and academically successful children.

The School Effect Model empassies on parents' impression on the school, in which parents and teachers get educated from one another. As a result, the school becomes more in tune with the home culture, resulting in a stronger working relationship between parents and children and more effective learning. Parents are active in this paradigm as volunteer groups or as members of parent advisory boards throughout enabling the school to become even more sensitive to the demands of the household.

In the Community Impact, theory posits that elements in the home, school, and larger community are all interconnected. Therefore, the community resources are focused on enabling the community-school-home collaboration. As a result, according to this paradigm, involvement has an impact from the home, the school, and the larger community. So, a complete program is envisaged, such that parental education efforts are not fragmentary and sporadic, but are embedded in a larger social systems environment (Gordon, 1977).

The Social Capital Theory

According to Coleman (1987) in the social capital theory, households have been unable to properly socialize their children, and as a result, education has shifted from the homeland to formal education since successful socialization of the kid is not feasible in the household. Coleman (1987) adds that social capital may be found outside of the family in the community's social institutions. Furthermore, developing a favorable environment for children requires a strong sense of community, shared values, and a desire to collaborate.

The theory, on the other hand, claims that family socialization has a greater impact on a student's learning capacity and aptitude in school subjects than does the school. As a result, tying parent involvement and school attendance together is critical for a child's growth and academic performance improvement. Furthermore, parental goals and degrees of parent-child connection have a significant educational impact on the kid. As a result, despite their poverty, financially disadvantaged families with great educational objectives for their children and who engage with them on a daily basis will generate excellent scholars.

2.2 Empirical Review

This section contains reviews of numerous empirical studies espousing relationship between parent participation and academic performance. More precisely, hereunder are the reviews done in previous studies explaining the parent participation and academic performance.

2.2.1 Academic Performance of Schools

While Mahlangu (2008) posits that, parent participation is not adequately handled in marginalised areas, Mutwiri et al. (2020) found that parents' participation has a positively signifcnat affect on academic achievement in Uringu division public primary schools. Kayombo (2017) found that there are numerous strategies utilized in public schools to include parents and guardians in their children's education procedures in order to enhance primary school students' academic progress.

2.2.2 Parents' Participation in Decision Making and Academic Performance of Schools

Carnie (2003) argues that parents should be given opportunity to participate in decision-making processes that are focused on achieving school goals as Fan (2001), for example, found that parental goals had a considerable influence on the general academic attainment of chidlren. Garg et al. (2002) found that

family influenced students' educational goals through influencing extracurricular reading, attitudes about school and homework, and students' views of their parents' educational aspirations. Meanwhile Mutwiri et al. (2020) found that parents' involvement in school administration had a favorable and substantial impact on students' academic achievement in public schools as Kaptich, Kiplangat, and Munyua (2019) discovered a significantly positive link between parent-teacher contact and academic achievement that was both favorable and substantial

2.2.3 Parents' Participation in School Financing and Academic Performance

As Nancy and Lorraine (2004) discovered that disadvantaged families are less likely than affluent families to participate in schooling, Meanwhile, schools in low-income areas are less likely to encourage parental involvement, Kayombo (2017) found that there was a clear difference in academic achievement between primary school students who get parental assistance and those who do not..

2.2.4 Parents' Participation in Motivating Learners and Academic Performance

Epstein and Sanders (2002) highlight how parents participate in school management in a variety of ways, including talking with teachers, engaging in academic-related activities at home, and expressing the positive value of education to students, all of which are linked to school academic success. The findings of research by Smokoska's (2020), which used Pearson's correlation, revealed significant positive correlations between parental involvement and student academic achievement. According to Kayombo (2017), parental involvement in school governing bodies, as decision-making entities, is linked to students' academic success. Kayombo (2017) alludes that here was a clear difference in educational excellence between elementary school students who received parental help and those who did not.

2.2.5 Parents' Participation in Maintenance of Physical Facilities and Academic Performance

Thuba (2018) found considerable inequalities in educational quality across the board, notably in day secondary schools, in his research on the condition of secondary school education in Kenya. One of the key causes of these issues is a lack of parental monitoring. According to Barasa and Tsisiga (2014), when enough learning materials and school funds were available, more kids were able to attend school as a result of FSE. The findings above are comparable to those of this research, which found that having classroom facilities is critical in improving children's access to an education.

3. RESEARCH METHODOLOGY

3.1 Research Paradigm

The pragmatism research paradigm was used in this study (Saunders, Lewis & Thornhill, 2018). The above paradigm was relevant for this study since it used mixed methodology (quantitative and qualitative). Particularly, a pragmatic technique allows for the collection of data using both mixed methods (Ihuah & Eaton, 2013).

3.2 Research Design

In order to gather information in the domain of research on examining the association between parent engagement and academic achievement in KCSE exams in Dadaab sub county, the current study employed a descriptive research design. The features of an existent phenomena were described using a descriptive study design. It has subsequently been utilized to describe the factors of interest and give in-depth insights into the study challenge. It was useful to allow define, estimate, forecast, and investigate association interactions. This aided in the provision of valuable and accurate information (Gupta & Rangi, 2014).

3.5 Target Population

The target population was 1198 respondents comprising of. 1140 parents, 50 teachers and 4 principals and 4 chairpersons of PTAs (United Nations High Commissioner for Refugee [UNHCR], 2016).

3.4 Sampling Procedure

Stratified sampling was employed by the researcher.

The investigation was guided by Yamane's (1967) formula for estimating sample size, which is written as

$$n = \frac{N}{1+N(e^2)}$$

Where n is the sample size, N is the target population size and e is the level of precision (specifically $\pm 5\%$ precision at 95% confidence level).

$$\text{Thus } n = \frac{1198}{1 + \{464 \times (0.05)^2\}} = \frac{1198}{1 + (1198 \times (0.0025))} = \frac{1198}{1 + 2.9956} = \frac{1198}{3.9956} = 299.87 \approx 300$$

So the study used 300 participants as the sample size.

In order to establish the sample size per classification, the study used proportionate sampling. This sample size was obtained from each classification by multiplying the classification population by size of the sample in that group and dividing it by the study's target population to allow obtaining Table 1 statistics of the sample population.

Table 1: Analysis by Sample Size

Category	Population	Sample size
Parents	1140	281
Teachers	50	11
Principals	4	4
Chairpersons of PTA	4	4
Total	1148	300

Source: Own Computation (2021)

Using the constructed sample frames, the study used systematic sampling to obtain participants out of each group. The investigation initially determined a sampling interval (n) for each class by dividing the population of that group by the size of sample for that group. Beginning with one, the study selected the nth elements as participants in the study till the sample size for that categorization was met. After the participants who were chosen, were alluded to as respondents.

3.5 Research Instruments

In this project, there were two key instruments that were adopted for the purpose of gathering data and these were; employment questionnaires and use of interview schedules to collect the data desired. The questionnaires were utilized to gather data since it offers significant administrative benefits and gives a consistent trigger to a great amount of people at the same time, allowing the inquiry to collect data quickly.

The researcher conducted oral interviews with head teachers and parents in Dadaab Sub County to get information on the impact of parent involvement in school administration on academic achievement. The researcher employed an interview schedule to prevent bias in the degrees of parental engagement in high school administration. This also allowed respondents retain consistency and freedom of speech. All of the study's goals were covered in the interview guidelines.

3.64 Data Analysis

The acquired data was reviewed, appraised, and organized suitably in advance of analysis in order to create clear, intelligible, up-to-date, authentic, and dependable outcomes from the study (Gupta & Rangi, 2014). The data was double-checked for accuracy before being tallied. The obtained data was extensively inspected and error-checked before being tallied. Quantitative data (from closed-ended questions) was analyzed in this study. Data acquired via questionnaire was analyzed using Pearson's r, whilst data gathered via interviews was analyzed using verbatim. Tables were used to display the outcomes of the analysis.

4. RESULTS AND DISCUSSIONS

Using the questionnaire and interview schedule as the tools, the research purposely sampled 300 parents, teachers and principals and chairpersons of PTAs of secondary schools in Dadaab sub county and that 300 questionnaires were administered to these respondents. Among these only 215 responded. Thus, the response rate was 215(71.67%), which was very high according to Mugenda and Mugenda (2008).

4.1 Demographic Information of Principals, Teacher, Parents and Chairpersons of PTA

As majority of 1692(80.86%) showed that they were male as 40(19.14%) specified they were female. The number of female was minimal when compare to their male counterparts.

While a majority of 180(86.12%) showed that they were in the school for between one (1) and five (5) years, 26(12.44%) indicated that they were in the school for less than one year and 3(1.44%) showed that they had been in that school for between six (6) and 10 years

A majority, 140(70.71%) showed they were between 20 and 30 years old, 52(26.26%) showed that their ages ranged from 31 years to 40 years and the other 6(3.03%) specified that they had not reached 20 years of age.

A majority of 134(67.68%) showing that they were university undergraduate (having an undergraduate degrees) as 39(19.70%) indicated that they had college certificate/Diploma and 25(12.63%) had postgraduate degrees.

While a majority of 127(62.25%) showed their terms of service was contractual, 77(37.75%) showed that they were employed on permanent employment terms. In these results it can be observed that while a majority of 125(61.88%) shows that they were in the middle level management, 44(21.78%) showed that they were in the lower and 33(16.34%) indicated that they were in the top level of management.

4.2 Analysis, Presentation and Interpretation of Results

As guided by the research hypothesis, this research adopted a mixed approach that is quantitative and qualitative analysis. The research sought to test the premise that the formulated hypothesis achieved the objectives presented in the study. These hypotheses were tested using Pearson's product Moment (PPM) correlation analysis at 0.05 significance level and at 213 (215-2) degrees of freedom (df). Accordingly, the findings were presented based on the research hypothesis.

Effects of parents' participation in decision-making on the academic performance

The study tested the first hypothesis which was stated

H₀₁: There is not significant relationship between parents' participation in decision-making and students' KCSE performance among secondary schools in Dadaab sub county.

A Pearson's correlation analysis was carried out based on hypothesis one with the findings given in Table 2 at the 0.05 level of significance being the outcomes.

Table 2: Pearson's Correlation Analysis of the Relationship between the Parents' participation in decision-making and KCSE performance among secondary schools

		Academic performance	Parents' participation in decision-making
Academic performance	Pearson Correlation	1	.236**
	Sig. (2-tailed)		0.00
	N	215	215
Parents' participation in decision-making	Pearson Correlation	.236**	1
	Sig. (2-tailed)	0.000	
	N	215	215

p-value = 0.000; df= 213; r = 0.236; critical r_[0.05,213] = 0.134; α=0.05

Source: Research data (2021)

Founded on Table 2, it was shown that under the Pearson correlation at the 0.05 significance level, parents' participation in decision-making had a low significant association (r = 0.236, p = .000) with academic performance. The p-values (p = .000) for the relationship was less than 0.05 (that is p-value < 0.05), which implies that there was a significant relationship between parents' participation in decision-making and students' KCSE performance among secondary schools in Dadaab sub county. This means hypothesis one was rejected. On the other hand, results in table 3 show that observed that r_[0.05,213] = 0.236 was greater than critical-r = 0.134. This means that hypothesis one was rejected

During the interviews, the findings showed parents' participation in decision-making has significant positive effect on students' KCSE performance among secondary schools in Dadaab sub county. Parents participating in school site councils moderately affects academic performance while parent-teacher associations academic performance decisions highly affects students' KCSE performance among

secondary schools in Dadaab sub county stakeholders' participation in imparting knowledge and skills highly affected students' KCSE performance among secondary schools in Dadaab sub county and stakeholder's involvement in making key decision in education matters highly affected students' KCSE performance among secondary schools in Dadaab sub county. This confirms the study by Carnie (2003) who demonstrated the importance of providing chances for parents to engage in decision-making activities that emphasize on the attainment of school targets. The results also support Mutwiri et al. (2020) conclusions that parental involvement in school administration, in the case of decision, has a favorable and substantial impact on students' academic achievement. Kaptich et al. (2019) discovered a favorable and substantial link between parent-teacher interaction and academic achievement.

Effects of parents' school financing activity on the academic performance

This research tested the hypothesis two for relationship between parents' school financing activity on the students' KCSE performance among secondary schools in Dadaab sub county.

H₀₂: There is not significant relationship between parents' school financing activity and students' KCSE performance among secondary schools in Dadaab sub county.

The results in Table 3 were obtained.

Table 3: Pearson's Correlation Analysis of the Relationship between the Parents' school financing activity and Students' KCSE performance among secondary schools in Dadaab sub county.

		Academic performance	Parents' school financing activity
Academic performance	Pearson Correlation	1	.273**
	Sig. (2-tailed)		0.00
	N	215	215
Parents' school financing activity	Pearson Correlation	.273**	1
	Sig. (2-tailed)	0.000	
	N	215	215

p-value = 0.000; df= 213; r = 0.273; critical r_[0.05,213] = 0.134; α=0.05

Source: Research data (2021)

Table 3 shows that, under the Pearson correlation at the 0.05 significance level, parents' school finance activities had a low significant association (r = 0.273, p = .000) with academic performance among public secondary schools. The p-values (p = .000) for the relationship was less than 0.05 (that is p-value < 0.05). This evidence suggests that there was indeed a link between school finance activities and KCSE results among secondary schools in the Dadaab subcounty. Based on this, objective two was rejected. On the other hand, the results in table 4 show that r_[0.05,213] = 0.273 was greater than critical-r = 0.134. This led to rejection of null hypothesis

The interrogator interviewed the respondents on the role of financing school activities. The results showed that established in this research that parents' school financing activity has a positive significant effect on students' KCSE performance among secondary schools in Dadaab sub county. This is where the effect of availability of resources required for enhancing learning and teaching, parents paying school fee promptly, financing of teachers as well as school and parents providing students' personal requirements on students' KCSE performance among secondary schools in Dadaab sub county is high. The respondents indicated that parents' school financing activity had high positive effective on students' KCSE performance among secondary schools in Dadaab sub county was shown to have been high as confirmed by the study by Kayombo (2017) that parent's engagement in school governing bodies to offer financial support to students influences their children's academic achievement. The high impact of parents' school financing activity on KCSE performance in secondary schools in Dadaab sub county is attributed to the availability of resources needed to improve teaching and learning, parents paying school fees on time, teacher funding, and providing students' personal needs.

Effects of parents' motivation on learners on academic performance

In this research, there was testing on the hypothesis for relationship between parents' motivation on learners and the Students' KCSE performance among secondary schools in Dadaab sub county;

H₀₃: There is not significant relationship between parents' motivation on learners and Students' KCSE performance among secondary schools in Dadaab sub county.

The exercise lead to yielding the outcomes that Table 4 present.

Table 4: Pearson's Correlation Analysis of the Relationship between the parents' motivation on learners and KCSE performance among secondary schools

		Academic performance	Parents' motivation on learners
Academic performance	Pearson Correlation	1	.281 **
	Sig. (2-tailed)		0
	N	215	215
parents' motivation on learners	Pearson Correlation	.281 **	1
	Sig. (2-tailed)	0	
	N	215	215

p-value = 0.000; df= 213; r = 0.281; critical r_[0.05,213] = 0.134; α=0.05

Source: Research data (2021)

Guided by Table 4, now under the Pearson correlation at the 0.05 significance level, parents' motivation on learners had a low significant iassociation ($r = 0.281$, $p = .000$) with academic performance among public secondary schools in Dadaab sub county. The p-values ($p = .000$) for the relationship was less than 0.05 (that is $p\text{-value} < 0.05$), which implies that there was a significant relationship between parents' motivation on learners and the students' KCSE performance among secondary schools in Dadaab sub county. On the othe hand. the results in table 4 show that $r_{[0.05,213]} = 0.281$ was greater than critical- $r = 0.134$. This led to rejection of null hypothesis.

Results obtained from the inerviwes showed the respodenst indicating that then parents rarely motivated their learners and as such parents provided limited encouragement to the students and the parents not always being role models of the students in our school. Also, parents moderately treated discipline as a managerial function and at the same time parental rarely rewarded students for their good performance. It was found that parents moderately collaborated with the school with regards to performance of their children. All in all, the respondents showed that parents' motivation on learners affected students' KCSE performance among secondary schools in Dadaab sub county positively to concur with Kayombo (2017) that parental support in inspiring students improves academic accomplishment. particularly in examinations; boosts student attendance; and, lastly, improves skill and knowledge achievement. Njagi et al (2013) indicated that parents are required to directly get involved in activities like encouraging their children study and to their school work both at school and at home, monitoring their children's activities inside and outside their houses and providing guidance and counseling services to their children for improving learning and academic performance. There may be ongoing concerns about good academic achievement unless parents' involvement in child motivation and discipline issues are improved.

Effects of parents' maintenance of school physical facilities on academic performance

The research tested the hypothesis for relationship between parents' maintenance of school physical facilities on the students' KCSE performance among secondary schools in Dadaab sub county.

H₀₄: There is not significant relationship between parents' maintenance of school physical facilities and students' KCSE performance among secondary schools in Dadaab sub county.

This is where the results captured Table 5 show the true status of this analysis.

Table 5: *Pearson's Correlation Analysis of the Relationship between the parents' maintenance of school physical facilities and Students' KCSE performance among secondary schools in Dadaab sub county*

		Academic performance	Parents' maintenance of school physical facilities
Academic performance	Pearson	1	.286**
	Correlation		
	Sig. (2-tailed)		0.000
	N	215	215
Parents' maintenance of school physical facilities	Pearson	.286**	1
	Correlation		
	Sig. (2-tailed)	0.000	
	N	215	215

p-value = 0.000; df= 213; r = 0.286; critical r $_{[0.05,213]} = 0.134$; $\alpha=0.05$

Source: Research data (2021)

Founded on these results, Table 5 shows that, when using the Pearson correlation at the 0.05 significance level, parents' maintenance of school physical facilities had a low significant association. ($r = 0.286$, $p = .000$) with academic performance among public secondary schools in Dadaab sub county. The p-values ($p < 0.01$) for the relationship was less than 0.05 (that is $p\text{-value} < 0.05$), which implies that there was a significant relationship between parents' maintenance of school physical facilities and the students' KCSE performance among secondary schools in Dadaab sub county. The results in table 5 show that $r_{[0.05,213]} = 0.286$ was greater than critical- $r = 0.134$. this led to rejection of hypothesis four.

The researcher analysed data obtained from the interviews where the results showed that the respondents opined that there was, limited participation of parent in maintenance of school physical facilities. This is where parent participation in providing good sanitation in the school was not always assured. Also, parents were not active in contributing moderately towards laboratories resources and these parents were not always carefull in ensuring that school maintenance resources were availed as required and parents rarely ensuring that the teaching materials were sufficient. The respondents further indicated that parents' involvement in maintenance of school physical facilities influences the students' KCSE performance among secondary schools in Dadaab sub county positively. This supports Kayombo's (2017) findings that parents engagement in school governing bodies in support to students in order of materials has an impact on their children's academic achievement. The research results back up research by Barasa and Tsisiga (2014) which discovered that when schools had adequate learning resources and funding, more students were able to attend. In addition, Idiagbe (2004) indicated that appropriate facilities were drivers of evaluating secondary school students' academic achievement. As a result, the presence or lack thereof of amenities in schools has an impact on pupils' academic achievement.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The study concludes that parents' participation in decision-making has a statistically low significant and positive effect students' KCSE performance among secondary schools in Dadaab sub county. Thus, parents' participation in decision-making affect students' KCSE performance among secondary schools in Dadaab sub county positively through use of participating in school governing bodies, PTA academic performance decisions, imparting knowledge and skills, and stakeholders make key decision in education matters

The study concludes that the effect of parents' school financing activity on students' KCSE performance among secondary schools in Dadaab sub county is positive and statistically low and significant. This where, parents' school financing iimproves academic performance through availing resources required for

enhancing learning and teaching, parents paying school fee promptly, financing of teachers, and school as well as parents providing students' personal requirements

The research further concludes that parents' motivation on learners has a statistically positive low significant effect on students' KCSE performance among secondary schools in Dadaab sub county. The effect of parents' motivation on learners on students' KCSE performance among secondary schools in Dadaab sub county is informed by, parents involved in encouraging their student children, the parents being role models of the students, the parents treat discipline as a managerial function, encouraging parental rewards students for their good performance, and parents collaborating with schools on performance of their children.

The study concludes that parents' maintenance of school physical facilities has a statistically low significant and positive effect on students' KCSE performance among secondary schools in Dadaab sub county. The effect of Parents' maintenance of school physical facilities on Students' KCSE performance among secondary schools in Dadaab sub county is build on; parent participating in providing good sanitation, parents contributing towards laboratories resources, parent participating in acquisition of school maintenance resources, and parents taking part in supplying teaching materials.

The study reveals that at $\alpha=0.05$, parents' participation in decision-making, parents' school financing activity, parents' motivation on learners, and parents' maintenance of school physical facilities are estimators of students' KCSE performance among secondary schools in Dadaab sub county.

5.2 Recommendations

On successfully, analysing and constructing the appropriate conclusion, this research proposed associated policy recommendation and further study suggestions. To begin with, the report suggests that secondary schools in the Dadaab subcounty examine their policies and practices for including parents in decision-making forums.

Furthermore, the study suggests that secondary schools in the Dadaab subcounty update their parent school finance procedures to ensure that their goals are centered on the availability and appropriateness of all essential resources. There should be a scheme for rewarding and motivating teachers as well as other strategy of ensuring that parents pay school fee promptly.

Ultimately, the study suggests that secondary schools in the Dadaab sub-county develop strategies for including parents in encouraging and motivating the students and even training the parents to always being role models of the students in our school. These schools should review their reward system to ensure all worthy students are appreciated for good performance.

Finally, the research suggests that secondary schools in the Dadaab sub-county to develop a joint plan to encourage parent participate in maintenance of school physical facilities. The parent should first be made aware on the importance of sanitation systems in the school, laboratories resources, and teaching materials so that they can effectively contribute towards maintaining the same.

5.3 Suggestions for Further Research

This research utilized data from Dadaab sub county in Garissa county, and its scope was limited to examining the impacts of various parent engagement on academic achievement. As a result, it excludes all other subcounties rendering its application to the entire Garissa county to be unclear. As per the report, a similar study should be undertaken in Garissa County.

The research depends on data gathered from primary sources. Because these are views, a similar investigation utilizing secondary data is needed to confirm the conclusions in this investigation.

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