

THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

Parental Motivation as a Predictor of Academic Performance of Primary School Pupils in Migori County, Kenya

Sussy N. Werunga

Ph.D. Student in the Department of Educational Psychology,
Masinde Muliro University of Science and Technology (MMUST), Kenya

Dr. Samuel N. Maragia

Senior Lecturer, Department of Educational Psychology,
Kaimosi Friends University College (KAFUCO), Kenya

Abstract:

Involvement of parents in their children's academic performance is supported globally. Both the intrinsic and the extrinsic motivation play a vital role in the learners' academic excellence. While academic performance is assessed through classwork, course work and other types of assessment, excellent and poor academic performance is associated with a number of factors such as learner's cognitive abilities and parental involvement. In Kenya underperformance is associated with a number of factors for example understaffing and inadequate learning resources. In Migori County the average mean score between 2017 and 2019 in Kenya Certificate of Primary Education is 245.54 (49.11%). The purpose of the study was to examine parental motivation as a predictor of academic performance of primary school pupils in Migori County, Kenya. The objective of the study was to determine the extent to which parental motivation predicts academic performance. The study was anchored on achievement motivation theory, social learning theory and a conceptual framework showing the relationship of the variables. Explanatory sequential mixed research design was adopted. Population of the study comprised 570 teachers, 30,600 standard eight pupils, 30600 parents and one director of education. Sample size was 481 of which 60 were teachers, 380 standard eight pupils, 40 parents and one county director of education. Purposive sampling was used to select pupils and the director of education. Stratified random sampling and simple random sampling techniques were used to select 190 boys and 190 girls; 30 male and 30 female teachers. Cluster sampling was used to classify sub-counties. Questionnaire, interview schedules, focus group discussion and document analysis guide were employed to collect data. A pilot study was conducted among 10 teachers, 40 pupils and one director of education. Split-half method was used to determine the reliability of research instruments and their index was 0.823 for teachers and 0.786 for pupils. Content and construct validity were ascertained by the supervisors. Quantitative data was analysed using Pearson's product moment correlation coefficient and regression. The data was also presented using descriptive statistics such as frequency counts, percentages and means. Qualitative data was reported as themes and subthemes. The results showed that parental motivation predictor variable, related linearly to academic performance response variable. This relationship was found to be statistically significant at $p\text{-value} = 0.002, < 0.05$. The study concluded that parental motivation based on provisions to support the pupils in their education, encouragement through praise and appreciation when pupils perform better in examinations and rewards such as material gifts improves academic performance. It was recommended that parents should visit schools to check on pupils' progress. Besides, they should attend school annual meetings.

Keywords: Parental motivation, academic performance, primary school pupil

1. Introduction

The academic excellence of learners is characterized by performance on tests associated with classwork, course work, and other types of examinations (Kyoshaba, 2009). Globally, poor academic performance is a concern in almost all communities (Jazmawi, 2008). This is attributed to many factors like students' efforts, socio-economic background, self-motivation, tuition trends, learners' cognitive abilities, and school and home environments (Chohan & Khan, 2010; Ali, Haider, Munir, Khan & Ahmed, 2013). Several studies done in the past have indicated many reasons for the poor academic performance of learners. For example, in India, research conducted by Kapur (2018) revealed that students' academic performance in secondary school was influenced by parents' involvement, students' attitude, school resources, class environment, and health-related factors. Further, Alami (2016) related poor academic performance among the Omani students in India to macro categories such as student, teacher, family, and other related factors. Globally there is an array of evidence supporting parents' involvement in learners' academic performance. Gottfried, Marcoulides, and Oliver (2009) in their longitudinal study in Washington DC identified two types of parental motivational practices which included task-Intrinsic that refers to parents' encouragement of children's pleasure, engagement, and persistence in learning. While task-extrinsic type refers to parents' provision of external rewards or punishments contingent on children's task performance.

Cheung and Pomerantz (2012) focusing on the United States and China found out that the more parents were involved in children's learning, the more motivated children were to do well in school for parent-related reasons, which contributed to children's improved self-regulated learning and thereby grades. Katz, Kaplan, and Buzukashvily (2011) at Beersheba in Israel, demonstrated the association between parents' perceived competence for help in homework, parent's autonomous motivation and parent's attitudes towards homework, and the level of support of their children's psychological needs during involvement in homework. The level of need-supportive behaviour was related to the student's autonomous motivation for homework. Besides, when parents are involved in their children's academics, there is a profound effect on the child's ability to learn and appreciate learning that can last their lifetime. Children get motivation through praise and appreciation for better performance by their parents (Ghazi, Ali, Saqib and Hukamdad (2010). Clearly, parental motivation has the effect of enhancing learners' academic performance based on research materials highlighted so far.

Study findings in Kenya have pointed out that academic under-achievement is due to understaffing, inadequate facilities, negative attitude of learners, lack of curriculum supervision, inadequate teaching and learning resources, lack of professional assistance, and incomplete syllabus coverage (Gakure, Mukuria & Kithae 2013; Mwangi & Nyagah, 2013). Further, study findings indicate that there has been laxity on the side of parents to get involved in their children's academic and related performances. A study by Oloo, Juma, and Murundu (2014) in Rachuonyo South Sub-county on parents' close monitoring of their children's progress revealed that 54.7% did not closely monitor their children's school progress; 39.4% sometimes did monitor; while 10.4% closely monitored their children. The lack of monitoring by parents had a negative influence on the academic achievement of pupils in public primary schools of Rachuonyo South Sub-county (Oloo et al., 2014).

Poor academic performance among primary school pupils in Migori County was attributed to poor leadership styles used in managing public primary schools (Ouma, Tanui, and Rop, 2016). These and many other studies prompted the Kenyan government to review the basic education curriculum, leading to the introduction of the Competency-Based Curriculum (CBC) which anchored parental involvement as a guiding principle of basic education. This framework also called Basic Education Curriculum Framework (BECF) seeks to strengthen the potential involvement of parents in nurturing learners' potential (KICD, 2017). There existed a gap pointing to the lack of parental motivation in their children's academic performance in Migori County. It is against this background that the current study sought to examine the predictive weight of parental motivation in learners' academic performance in Migori County. A null hypothesis that: There is no significant relationship between parental motivation and academic performance among primary school pupils in Migori County was tested.

2. Literature Review

Parental involvement in schools is the first step to parent engagement and, ultimately, parent partnership with educators. When parents and teachers work together to establish a thriving classroom, the effect on the pupils is profound. Pupils with engaged parents do not just have high test scores but also their attendance, self-esteem, and completion rate are high. Parent-teacher associations are more than an optional classroom benefit. They are key for helping learners on a personal and classroom level reach their academic potential (Hill & Tyson 2009; Macharia et al., 2016).

In the USA, Thornton (2015) of Governors State University Chicago, demonstrated the connection between parental involvement, homework, and academic achievement among school-aged children. Participants were 120 parents of African Americans in Chicago urban-elementary schools. Data were analyzed to determine if there is a significant difference when parents are involved in the academic success of their children. The results indicated that 76.5% of teachers negatively rated parents' involvement as not being excellent. They also indicated by 94.1% the importance of parental involvement in assisting learners. The study, therefore, concluded that parents were willing to help with assignments.

Omar, Ahmad, Hassan, and Samsilah (2017) conducted a study in Malaysia on the relationship between parental involvement and achievement motivation and the findings showed a positive significant relationship. There were 360 participants aged 16 and 17 years selected from 13 vocational colleges. A total of 264 boys and 106 girls responded to the questionnaire. The results showed a positive significant relationship between parental involvement and students' achievements. Further results indicated a positive significant relationship between parental involvement and achievement motivation.

Rafiq, Fatima, Sahail, Saleen, and Khan (2013) examined parental involvement and academic achievement among secondary school students of Lahore Parkistan. Respondents were students of 9th class both boys and girls. The results showed respondents whose parents had a high level of involvement in their academic activities, had a high level of academic achievement while those respondents whose parents were comparatively the least involved in academic activities of their children, had a lesser level of academic achievement. It was concluded that the higher level of parental involvement in their children's academic activities the higher and moderate level of academic achievement of their children.

Akhtar, Ahmad, and Saifi (2020) examined the effect of parents' participation in students' academic performance among all government high schools of Faisalabad district, Pakistan. The findings revealed a positive relationship between parents' help in education and students' performance. Participants were 320 ninth class students and 64 compulsory subject teachers. Descriptive analysis showed that parents provide learning materials to their children, focus on children's character building and help in homework. Further, it was highlighted that parents felt proud of their children's good

grades, give prizes for their children's success and arrange tuition classes. Parents appreciated children for their good performance and motivated children on their good grades.

The Youth Save Ghana Experiment by Osei-Akoto, Chowa, and Ansong (2012) used a cluster-randomized design with 100 schools from eight of Ghana's ten regions to determine the relationship between parental involvement and academic performance. Parents' engagement in their children's education at home and school environment was evaluated. The findings showed that a majority of parents (87%) attended PTA meetings being the most common form of parental involvement at school. This parental involvement was not associated significantly with better mathematics performance. Paradoxically, students whose parents made sure homework was done performed slightly worse in mathematics than students whose parents did not. Similarly, children whose parents interacted with teachers and school counsellors performed worse in math than those whose parents who do not. It was also found that when parents talk to their children about what they learned in school, children's performance in English was significantly higher. It was concluded that there was no significant relationship between parental involvement and English performance.

In South Africa, a study was conducted by Kgosidialwa (2010) in Botswana on parental involvement and expectations of children's academic achievement goals. A total of 16 parents were interviewed who had children in grades five, six and seven. Pupils' progress records were viewed to confirm the parents' perceptions of their children's academic performance. The teachers' perspectives were only used to corroborate the parents' perspectives. The parents who participated in the study were highly involved in their children's academic life. The learners indicated that the parents' presence in the home did not make any difference because parents did not show any encouragement in their school work. The parents however believed in verbal encouragement and going to school to communicate with the teachers that kept them informed about how their children were learning.

Mudibo (2014) examined the impact of parents' involvement on academic success in secondary schools. The respondents were 85 form three students all from Magarini Sub-county, Kenya. A questionnaire was used to collect data and teachers' views were also sought. Results revealed that only 8.3% of the sampled students within the sub-county had their parents always following up on their homework; involving private tutors to enable children recapitulate what was taught at school during the regular sessions had 1.7%. Further results revealed that 52.6% of the students whose parents frequently checked their children's homework rated their performance as good compared to 9.8% whose parents did not check their school work while 31.6% responded that students' good results were associated with parents going to school to discuss their academic progress with their teachers. The results also revealed that 52.6% attributed their good performance to parents attending school meetings and academic clinics in schools with 48.8% of the students attributing their below-average performance to their parents not attending school meetings and academic clinics. About 61% of the sampled students associated below average academic attainment to lack of parents' motivation.

Muola (2010) examined the association between academic achievement motivation and home climate among standard eight pupils. The study was carried out on 235 standard eight Kenyan pupils from six urban and rural primary schools randomly selected from Machakos County. Questionnaires and the simple profile were used to collect data on the pupil's level of academic motivation and home environment. A significant positive relationship was found between six of the home environmental factors, that is fathers' and mother's occupation, fathers' and mother's education, family size and learning facilities at home and academic achievement motivation. Parental encouragement was the only factor that was not significantly related to academic achievement motivation.

Echaune, Ndiku and Sang (2015) conducted a study to examine the effect of parental involvement in homework and school academic performance among pupils in public primary schools in Teso North Sub-county, Kenya. Participants included; 30 head teachers, 30 parents, 192 teachers and 280 pupils. Data was collected using questionnaires, semi-structured interview schedules and document analysis guide. Results showed that school performance had a weak correlation with the involvement of parents in children's homework. The results for covariates in the full regression model showed that parental involvement in the homework does not positively affect school KCPE mean scores. This is contrary to the study which anticipated that, the low school academic performance experienced in the study area dependent on the extent of parental involvement. The results also revealed that if all parents invited for school meetings attended, the attendance predicted a 0.63 increase in school KCPE mean scores. Among factors that hinder good school performance, lunch programme was reported.

Jeruto (2018) conducted a study in Chepalungu Sub-county, Bomet County, Kenya and established how parents' or guardians' involvement in students' academic progress influence student's academic performance. Majority (69.8%) of teachers believed that students' academic progress was monitored by both parents or guardians and the school administration; 62.7% reported to have advised parents on the progress of their students' academic achievement on monthly basis; 84.0% believed that school academic days enhanced academic performance and 74.6% believed that the parents had provided the schools with adequate learning materials. The findings therefore indicated that parental/guardian involvement influenced positively the teaching and learning process

Owuor and Sika (2019) examined the influence of parent's participation in financing of school activities on students' performance in public day secondary schools in Mbita Sub-County Homabay County, Kenya. The respondents were 18 School principals, 108 teachers, 72 parents and 180 students. Questionnaire was used to collect information. Parental activities researched on included; prompt payment of fees, payment for implementation of academic programs in the school, motivation for teachers and students' funds, payment for BoM teachers and parents' involvement in budgets and fund raising. The findings showed that there was a significant relationship between parental financing of school activities and academic performance. Parental funding of school activities showed 39.4% of the difference in students'

academic performance. It was concluded that parental financing of school activities significantly predicted students' academic performance.

The reviewed literature in this study across the world, in Africa, and in some Counties of Kenya examined similar constructs as the current study. However, The current study emphasized on how parents motivate learners all round to improve their academic performance which included supportive home environment, provision of learning materials, incentives and encouragement of learners to perform well both in internal and in Kenya Certificate of Primary Education (KCPE) examinations. Most of the studies reviewed were carried out either in Secondary Schools, Colleges, or Universities. The reviews that the researcher came across, none of the studies particularly in the Kenyan context had been done in Migori County to evaluate the association between parental motivation and academic performance. Also given that primary school is the foundation of all levels of learning, the current study was essential. The current study's findings could disagree or agree with the previous studies given that the geographical area, level of study, and data collection tools differed.

3. Research Methodology

3.1. Research Paradigm

This study was guided by positivist and constructivist research paradigms. The positivist research paradigm underpins quantitative methodology and explains how variables interact, shape events that cause outcomes and tests hypotheses linked to general causal explanation. Constructivist philosophical paradigm is associated with the qualitative research approach. The constructivist philosophy portrays the idea that learning does not just happen from the traditional method of teachers standing in front of the class and lecturing. In this study the researcher's assumption was that academic performance is a function of parental motivation. By involving the parents in the study, the researcher's findings are likely to educate the parents who still have the traditional way of thinking that learning is between the learner and the teacher and that learning ends in the classroom. They may discover that their involvement improves the learners' academic performance. (Adom, Yeboah & Ankrah, 2016).

3.2. Research Design

The study used an explanatory sequential mixed techniques design. This design involved two phases: Phase one involved collection of quantitative data and analyzing the results, while phase two involved collecting qualitative data to explain the quantitative data obtained in the first phase (Creswell, 2014). In this study, quantitative data was correlated to predict the dependent variable for inferences and generalizability. Correlational design was used to describe and measure the degree of association between parental motivation and pupils' academic performance. This design is concerned with identifying the antecedents of a present condition where no attempts are made to manipulate the variables under study as the events of interest have already occurred or are occurring naturally (Klassen, Creswell, Clark, Smith & Meissner, 2012). The correlation design was appropriate for this study since the researchers had no direct control over the independent variable which was the parental motivation.

3.3. Sampling Procedure and Sample Size

Cluster sampling, stratified random sampling, purposive sampling, and simple random sampling were used in this study. There are 10 sub-counties in Migori County. These were sub-divided into two clusters as follows: Ntimaru, Kuria East, Kuria West and Maberu formed cluster one; Suna West, Uriri, Awendo, Rongo, Migori, and Nyatike formed cluster two. The clusters were created to ensure geographical representativeness of all schools. Rotary method was used to select two sub-counties from each cluster and schools.

Stratified random sampling and simple random sampling were respectively used to select 190 boys and 190 girls of standard eight and 30 male and 30 female teachers from the selected schools. This technique was used to select schools for inclusion in the study as day and boarding balancing at 28 day and two boarding schools respectively. Simple random sampling was used to give public primary schools, standard eight pupils and their class teachers an equal probability of being picked to be included in the sample (Kothari & Garg, 2014).

Standard eight pupils were purposively selected because they had been frequently examined through internal CATs and external mock examinations hence parents were keen on motivating them to work hard to secure vacancy in National or Extra County Secondary Schools after KCPE examination. Participants' selection was based on standard eight pupils who had done at least three CATs or mocks in the year 2020/2021, having been graded in those exams by their teachers and who are motivated by their parents. Further, parents who were actively involved and engaged in the learning of their children were purposively selected to participate in FGD to compliment the quantitative data collected. Finally, the CDE was purposively selected because the County has only one.

Sample size for the study was determined basing on Krejcie and Morgan's (1970) table for determining sample size where a population of 30,000 to 50,000 gives a sample size of 380 and an ideal sample should be between 10% and 30% of the target population (Kerlinger, 2004). The study therefore used 380 pupils and 60 class teachers. For FGDs, 40 parents in four groups of 10 participants from the four sub-counties were selected to participate. This was guided by Walliman (2011)'s argument that a large number of focus group participants is difficult to control and they limit each person's opportunity to share their insight and observation. With the help of an interview schedule, the one County Director of Education was interviewed.

3.4. Instrumentation and Data Collection

Data were collected using questionnaires, interview schedule, focus group discussion, and document analysis guide. These research tools ensured the triangulation of information gathered during data collection.

Questionnaires were appropriate tools to collect data from pupils and class teachers in this study because the researchers were able to gather information from a large sample. Closed-ended type of questions in the questionnaire focused on parental motivation. On the other hand, standard eight class teachers responded to both structured and unstructured items on parental motivation and their influence on academic performance. Structured items enabled the researchers to collect the teachers' views and opinions while unstructured items enabled the researchers to collect more information to assist in explaining and interpreting the findings of the quantitative data (Creswell, 2003).

The interview schedule was used to collect information from the County Director of Education (CDE) on general academic performance, parental motivation, and programs put in place to improve academic performance. Focus group discussion (FGD) was conducted on parents whose participation was narrowed down to those questions in which the pupils had a lot of disagreement with the statements although more than half of the respondents agreed with the statement. Parents were asked to clarify more on some of emerging issues (e.g., why some reasonable proportion of the pupils felt parents were not getting involved in their education as a way of motivating them).

Document analysis guide was used to collect information from the school records. The records included registers and students' mark-lists of the various Continuous Assessment Tests (CATs). The average score of each pupil contributed to the 380 participants' mean score that formed a basis of academic performance.

3.5. Data Analysis

Quantitative Data was sorted, edited, coded, classified, and tabulated for analysis. The analysis of the results was done in two parts; descriptive statistics which concentrated on the opinion of the respondents and inferential statistics which deeply looked into the statistical influence of the independent variable on the dependent variable. For easy analysis of data, Statistical Package for Social Sciences (SPSS) version 26 was used. Pearson product-moment correlation coefficient, simple linear regression, and independent t-test inferential statistical tests were used to validate or reject the null hypotheses and for checking the association between the independent and dependent variables. Qualitative data were transcribed, put into various categories, and reported as themes and sub-themes (Creswell, 2009). An audio recording was done during parents' FGD and the CDE's interview and the findings were reported thematically.

4. Results and Discussion

The parental motivation was the independent variable of the study. It had 12 factors with the likelihood to influence its overall effect on academic performance. The 12 factors were grouped into four clusters namely, provisions factors, encouragement factors, reward factors, and visits factors. The factors were presented in a questionnaire in form of statements which respondents were meant to answer either by strongly agreeing, agreeing, not deciding, disagreeing, or strongly disagreeing. This was the same setup for the teachers' questionnaire, with a few changes, but maintaining the overall objective. The analysis of the results was done in two parts; descriptive statistics which concentrated on the opinion of the respondents about each statement and inferential statistics which deeply looked into the statistical influence or effect of parental motivation on academic performance. Parents were also brought on board at the tail end of quantitative data analysis of this objective. Their participation was narrowed down to those statements with which the pupils had a lot of disagreement.

The objective of the study was to determine the extent to which parental involvement predicts the academic performance of primary school pupils in Migori County. The descriptive statistics results have all indicated high approval rating from both strongly agree and agree in the discussion as shown in Table 1.

Statements	Strongly Agree		Agree		Not Decided		Disagree		Strongly Disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
My parents make sure I am of good health always	320	84.2	55	14.5	3	0.7	0	0	2	0.6
I am given gifts or cash money by my parents when I do well in examinations	69	18.2	166	43.7	40	10.5	71	18.7	34	8.9
My parents have set high levels of discipline as a key to success in my studies	257	67.4	104	27.6	7	1.8	9	2.4	3	0.8
Parents provide required text books and writing materials to improve performance	195	51.3	144	37.9	20	5.3	16	4.2	5	1.3
I am always encouraged by my parents to improve in class performance	310	81.4	64	17.1	2	0.5	2	0.5	2	0.5

Statements	Strongly Agree		Agree		Not Decided		Disagree		Strongly Disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
I am rarely sent home because my parents always pay school money in good time	197	51.6	125	33.7	9	2.3	32	7.9	17	4.5
My parents always make visits to the class teacher to check on my class performance	141	37.1	155	40.8	15	3.9	47	12.4	22	5.8
My parents attend school parents meeting every time they are invited.	202	52.9	122	32.1	13	3.4	35	9.2	9	2.4
I get motivated to do well in exams when my parents appreciate and praise me.	259	67.9	105	27.9	5	1.3	8	2.1	3	0.8
My parents always provide a conducive environment at home for my studies	235	60	120	31.3	12	3.2	13	3.4	8	2.1
Every time our teachers give us home assignment, my parents make sure I have done	201	52.7	127	34.2	13	3.4	32	7.9	7	1.8
My parents sometimes request teachers to assist me in subjects I don't perform well.	190	50	123	32.4	14	3.7	34	8.9	19	5

Table 1: Showing Pupils Responses on Parental Motivation

Source: Field Data, 2021

4.1. Parental Motivation through Provisions

From Table 1, the provisions factors included the following statements: My parents make sure I am of good health always; my parents have set high levels of discipline as a key to success in my studies; my parents always provide all required text books and writing materials that assist me to perform well; I am rarely sent home because my parents always pay school money in good time; my parents always provide a conducive environment at home for my studies and my parents sometimes request teachers to assist me in subjects I don't perform well in class. The first and highest factor with 98.7% approval rating was the statement; my parents make sure I am of good health always. Followed by the statement; my parents have set high levels of discipline as a key to success in my examinations with 95% approval from the pupils. The statement that; my parents always provide a conducive environment at home for my studies was third most approved with 91.3% of the pupils' agreement rating. The fourth highest factor was; my parents always provide all required text books and writing materials that assist me to perform well with 89.2% of the pupils approving the statement. I am rarely sent home because my parents always pay school money in good time, was fifth factor in provision cluster with 85.3% of the pupils confirming so. My parents sometimes request teachers to assist me in subjects I don't perform well in class was the least approved factor with 82.4% of the pupils agreeing with the statement.

To confirm statistical significance of their influence on academic performance, all the six provisions factors were transformed through addition and their sum used to run a Pearson product moment correlation test against pupils' mean score and the results were as in Table 2.

provisions		Provision	Pupils' Mean
provisions	Pearson Correlation	1	.153**
	Sig. (2-tailed)		.003
	N	378	376
pupils mean	Pearson Correlation	.153**	1
	Sig. (2-tailed)	.003	
	N	376	378

Table 2: Correlation Matrix (Provisions Factors - Pupils Mean Score)

** Correlation Is Significant at the 0.05 Level (2-Tailed)

Source: Field Data, 2021

From the correlation matrix results presented in Table 2, it was established that there was a weak positive correlation between provisions factors and pupils' mean scores which was statistically significant ($r = .153^{**}$, $n = 376$, $p = .003$). This means that all the six factors of provisions cluster collectively have significant influence on the academic performance of pupils.

During FGD, provision of books and payment of extra levies which included teachers providing tuition to weak learners at some cost were discussed because these three factors were scored low by pupils. Participants observed that

most rural schools do not have enough books for all learners and so parents should support by buying supplementary text books. Notably, because parents are aware that the government disburses funds for textbooks in public schools, most of them are not bothered to buy any supplementary text books. The participants noted that in as much as there were parents who genuinely wanted their children to succeed in their studies, their economic status would not make them afford extra text books for their children. A few participants also felt that teachers are failing to advise parents accordingly on the right text books to buy. On the contrary, Migori county director of education indicated that teachers are instructors and researchers as well and they must look for extra materials to supplement what the ministry provides. They should not limit their scope to just one text book. That they must research elsewhere for additional information on the topics in each subject. The schools have been receiving money from the government to buy course books but they have not been doing so diligently. Each year they are supposed to buy books for each class so as to reduce the pupil-book ratio. They should be doing this by buying different books from different publishers in each subject in each class. He also indicated that they have not been honest.

Although basic education is free in Kenya, some schools charge parents little levies at least each term to supplement what the government gives. When respondents were asked how such levies affect the learning processes in schools, most of them said they were unable to pay the levies due to poverty. Some parents even went ahead to say that they cannot pay any levies since the government gives tuition money to schools. Decisions such as paying extra levies outside government funding are usually proposed and discussed during academic day meetings. However, the parents who do not attend the meetings are often the first to complain and turn against any decisions involving parents paying extra school levies. The county director of education however, felt that some teachers have commercialized so many things in schools including internal exams, which teachers can just set and write on the chalk board for pupils to take. He said that the Kenyan constitution makes it compulsory that all children must go to school. That teachers have commercialized exams. That they even buy exam papers which they administer as CATs. That some of these papers bought are not standardized and sometimes lack content validity since some questions are set from topics which the pupils have not covered. That the Ministry of Education is in the process of reviewing free primary education to see if capitation fees per child can be increased. From the findings, it is evident that if parents don't make payment of extra levies in good time, pupils are likely to stay home for a long time looking for such monies and in the process miss many lessons which may affect their academic performance. Due to high poverty levels many parents in Migori County struggle to pay extra levies

An unconducive home environment for instance study room with television, radios or home theatre playing loud music, noisy home environment and heavy house chores among others may impact negatively on the learners' performance. For this reason, it is important that parents provide a conducive home environment to enable children do personal studies and revision comfortably. During focus group discussions, most of the participants observed that some pupils are disadvantaged when they leave school for their homes since they lack a conducive environment for their studies. Participants observed that girls were the most affected. Their mothers leave them with the responsibility of doing the entire house chores when they get back home in the evening. Boys too have their share of chores to be done. Some of them are left to take care of cattle when back at home.

The participants observed that some parents also engage children in selling goods and merchandize to provide for the family. This behavior has transformed children into hawkers who sell on behalf of the family. They are made to run small business for their families when at home. This denies them adequate time for study. Participants observed that, some parents are very careless, irresponsible, insensitive and inconsiderate. They do not provide their children with light to help them study when at home. However, they allow their children a lot more time to watch TV programs at the expense of studies. They do not even care about what their children are watching that such children can only be helped by their parents when they become strict with them while at home. Parents therefore need to team up with teachers at school to help learners grow into engaged, empowered and ethical citizens as per the CBC's vision for the 21st century for learners. This finding is in consonance with that of Akhtar et al (2020) in Pakistan and Jeruto (2018) in Kenya who established that parental provisions influenced positively the teaching and learning outcomes of children. Both the study of Akhtar et al (2020) and Jeruto (2018) and the current study researched on parental provision as a way of improving academic performance. Parents therefore should take up their role of providing the required resources to enable learners improve in their academic performance.

4.2. Parental Motivation through Encouragement

From Table 1, the encouragement factors included the following statements: I am always encouraged by my parents to improve in class performance; I always get motivated to do well in examination every time my parents appreciate and praise me on better performance; and every time our teachers give us home assignment, my parents always make sure that I have done them. I am always encouraged by my parents to improve in class performance had the highest approval from the pupils (98.5%). This was the first factor under encouragement cluster. The second highest approved factor was; I always get motivated to do well in examination every time my parents appreciate and praise me on better performance with 95.8 % of the pupils agreeing with the statement. The third factor under encouragement cluster was; every time our teachers give us home assignment, my parents always make sure that I have done them, with 86.9% of the pupils noting its influence on their academic performance.

To confirm statistical significance of their influence on academic performance, all the three factors were transformed through addition and their sum used to run a Pearson product moment correlation test against pupils' mean score. The results are presented in Table 3.

		Encouragement	Pupils' mean
Encouragement	Pearson Correlation	1	.186**
	Sig. (2-tailed)		.000
	N	380	378
pupils mean	Pearson Correlation	.186**	1
	Sig. (2-tailed)	.000	
	N	378	378

Table 3: Correlation Matrix (Encouragement Factors-Pupils Mean Score)

** Correlation Is Significant at the 0.05 Level (2-Tailed)

Source: Field Data, 2021

Results in Table 3 show that there was a weak positive correlation between encouragement factors combined and pupils' mean score which was statistically significant ($r = .186^{**}$, $n = 378$, $p = .000$). From the result it is evident that all the three factors of encouragement cluster collectively have significant influence on academic performance. The results corroborate those of Akhtar et al. (2020) and Lee et al. (2020) who established that parents appreciating and praising children on their good performance improved their class grades. Similar findings could be as result of the tools that were used to collect data in both studies on encouragement of learners.

4.3. Parental Motivation through Rewards

From Table 1, the cluster for rewards factor statement was: I am given gifts or cash money by my parents when I do well in examinations. This factor was affirmed by 61.9% of the pupils. Its rating by pupils was slightly above average. It was put on correlation test against pupils' mean score and the results are presented in Table 4.

Correlations			
		Rewards	Pupils Mean
Rewards	Pearson Correlation	1	.108*
	Sig. (2-tailed)		.035
	N	380	378
pupils mean	Pearson Correlation	.108*	1
	Sig. (2-tailed)	.035	
	N	378	378

* Correlation is significant at the 0.05 level (2-tailed)

Table 4: Correlation Matrix (Rewards Factor - Pupils Mean Score)

Source: Field Data, 2021

From the correlation matrix results in Table 4, it was established that there was a weak positive correlation between rewards factor and pupils' mean score which was statistically significant ($r = .108^*$, $n = 378$, $p = .035$). From the results it is evident that the rewards factor – 'I am given gifts or cash money by my parents when I do well in examinations' had significant influence on academic performance of the pupils.

During the focus group discussions, some of the parents confirmed that they do not give out gifts or cash as a motivation, when their children do well in exams. They said that some parents are not concerned about what their children do in schools since they hardly follow the progress of their children in schools. Some of the parents testified that they normally don't follow the school programmes that include examination schedules like continuous assessment tests. The tests they know is end term and end year tests. This explains why they are not able to prepare gifts for their children when CAT results are released. Another group of parents felt that it is not appropriate to give children gifts or cash when they perform well in exams. Most of the parents reported that given the high levels of poverty, many of them struggle to earn a living and so even getting money to buy gifts or cash to reward to their children is a big problem. Other participants felt that giving money to children for good performance is not the best. They were of the opinion that alternative forms of motivation should be adopted. This point was echoed by a number of the parents.

From the findings, it is reasonable to conclude that most parents in Migori County do not believe in cash rewards but on material awards for good academic performance. This finding agrees with that of Akhtar, Ahmad and Saifi (2020) who established that in Pakistan, parents give prize on their children's success in examination as a way of motivation. The findings concurred because the reviewed study and the current study researched on the parental motivation through rewards for good performance. The parents therefore, need to be sensitized that appreciating their children's performance motivates them to perform better in class and incentives should be looked at as a way of encouraging learners but not as a bribe.

4.4. Parental Motivation through Visits

From Table 1 above, the visits cluster had two factor statements: The factor – my parents attend school parents meeting every time they are invited had the best approval by pupils with 85% of them agreeing with the statement. With 77.9% approval ratio, my parents always make visits to the class teacher to check on my class performance was the least and last factor under visits cluster. The results show that most parents in Migori County make visits to class teachers to

check on the performance of their children and attend school meetings. The idea about parents checking on pupils' progress by visiting schools is very crucial since it enables them to keep track of their children's performance so as to address the need for remedial programme. However, these agreement ratios were basically opinion approvals. To confirm statistical significance of their influence, the two factors were transformed through addition and their sum used to run a Pearson product moment correlation test against pupils mean score and the results are presented in Table 5.

		Visits	Pupils Mean
Visits	Pearson Correlation	1	.056
	Sig. (2-tailed)		.275
	N	380	378
pupils mean	Pearson Correlation	.056	1
	Sig. (2-tailed)	.275	
	N	378	378

Table 5: Correlation Matrix (Visits Factors ~ Pupils Mean Score)

*. Correlation Is Significant at the 0.05 Level (2-Tailed)

Source: Field Data, 2021

From the correlation matrix results in Table 5, there was no correlation between visits factors combined and pupils mean score, the result was not statistically significant ($r = .056$, $n = 378$, $p = .275$). This means that the two factors of visits cluster collectively have no significant influence on academic performance. This does not mean the two visits factors are not important, chances are that they could improve on their influence when many more factors which are statistically significant are brought on board and combined with them.

During the FGD, parents confirmed their role of visiting class teachers is to enhance performance. Though most of the respondents observed that some parents do not visit class teachers because, they are negligent and think it is the teachers' responsibility to take care of their children and guide them towards academic excellence. In addition, they observed that some parents lack confidence in themselves either because they did not complete their education or did not go to school at all. So they suffer from inferiority complex for they can neither communicate effectively in Kiswahili nor English. According to the respondents, ignorance also plays a big role in some parents' reluctance to visit class teachers for updates on their children's academic progress. Most of the respondents opined that lack of education makes some parents attach no value to the education of their children.

Tight work schedules and busy programs each week was also cited as another reason why some parents do not visit class teachers to get updates on their children's academic progress. Participants observed that, some parents attach too much time on their daily hustles and work that they have little or no time to visit teachers in schools so as to follow up on their children's academic performance.

Further, it was noted by most of the respondents that the parents with huge fees balance as well as those who have not paid extra school levies are the ones who fear visiting teachers in schools to check on the progress of their children. Moreover some of them do this as a way of evading their obligation to pay such levies. Distance from school was also put forward as a reason preventing some parents from visiting teachers. Respondents felt that a few parents who come from far normally do not see the need to make such visits. Besides, age was also cited by some of the respondents as a barrier to visiting teachers in schools so as to get updates on their children's progress.

Parents visiting learners at school to check their progress is an important involvement. It enables a parent to be in touch with the learners' academic performance. For some reasons some parents fail to understand their children's ability. They are sometimes harsh to their children when discussing their performance. Positive feedback should be the main purpose of parents visit to check on the children's progress. They should understand that children learn differently therefore they should do their part of provision, encouragement, giving incentives and let children learn freely and at own pace.

According to the respondents, some parents avoid incurring expenses such as using money to travel to school meetings, pay school fees, and buy the children things like snacks, milk and fruits. Participants observed that schools usually have very high expectations from parents during such meetings. On such days, parents are expected to clear fee balances that they owe the school. Those who are unable to clear the huge balances deliberately avoid attending the meetings. This position is supported by one of the respondents who said that: 'Some parents fear attending school meetings because they have not paid the required school levies. Such parents usually ask their children to lie to their teachers that their parents are not at home, because they know that if they attend the meetings, they will be asked to pay what they owe the school.'

Some of the respondents argued that they were never visited in schools during their school days. They also posited that their parents did not attend school meetings and so they do not see any value in attending school meetings. From the FGDs, it emerged that most parents lack role models in the society whom they can emulate. Besides, some schools lack clear guidelines on how to handle parents and children, whose parents fail to attend such meetings. Some respondents suggested that punitive measures like sending children back home until they come back to school in the company of their parents should be employed. That way parents will change their mind set and view the meetings as important. This suggestion is diametrically opposed to the government policy on school attendance. Therefore parents should be sensitized to actively participate in their children's education by attending school meetings where they meet other stakeholders and discuss important issues of the school.

The respondents further cited poor communication channels between parents and teachers as a major hindrance to parents attending the school meetings. The respondents were unanimous that parents are the major stakeholders in schools. They should be involved in decision making. This will ensure that parents change their negative attitudes towards attending parents' school meetings. In the opinion of most participants, attendance of school meetings by the parents should be mandatory. Finally, most of the respondents were of the view that when schools perform well in national examinations parents will be motivated to attend school meetings. This will further create close attachment between parents and the school. The county director of education observed that most parents do not know their role in education and that for most parents, sending children to school is all that matters. That this is mainly because some of the parents lack basic education or are just ignorant.

The results correspond with that of Kgosidialwa's (2010) in South Africa and Mudibo (2014) in Kenya who established that school visits were not associated with good academic performance. This could also be as a result of issues pointed out during FGD that parents are ignorant, fear to be asked about school balances and taking school visits as women's work among others. Both parents therefore should take the education of their children as their responsibility but not as a one parent's work.

4.5. Correlation Test on Association between Parental Motivation and Pupils' Academic Performance

The correlation between pupils' means score (academic performance) against parental motivation (predictor variable) data sets was run and the results are presented in Table 6.

		Parental Motivation	Pupils' Mean
Parental motivation	Pearson Correlation	1	.556
	Sig. (2-tailed)		.002
	N	378	376
Pupils mean	Pearson Correlation	.556	1
	Sig. (2-tailed)	.002	
	N	376	378
**. Correlation is significant at the 0.05 level (2-tailed)			

Table 6: Correlation Matrix Results between Parental Motivation and Pupils Means Score

Source: Field Data, 2021

Results in Table 6 show that there is a positive association, with a correlation coefficient of 0.556, $p = 0.002$. Compared upon the confidence level of 95% with confidence significance level set at 5% (0.05), it was established that the association was statistically significant ($r = .556$, $n=376$, $p = .002$). Meaning that parental motivation improves academic performance among primary school pupils in Migori County.

4.6. Hypothesis Testing

Analysis was done to test the null hypothesis which stated that there is no significant relationship between parental motivation and academic performance among primary school pupils in Migori County. A number of tests were carried out to help validate or reject the null hypothesis. Simple regression analysis between academic performance (outcome variable) and parental motivation (predictor variable) was conducted. The results of the p-value arising from the regression analysis were used to determine the statistical significance of the hypotheses. Together with the p-value, a number of regression diagnostics were run to check whether there is a linear relationship in the data.

R-Squared and Adjusted R-Squared were run to evaluate the scatter of the data points around the fitted regression line. The results are presented in Table 7.

Model Summary								
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			
					F Change	df1	df2	Sig.F Change
1	.724 ^a	.524	.522	56.556	9.295	1	374	.002***
a. Predictors: (Constant), Parental motivation								
b. Dependent Variable: Pupils' mean								

Table 7: Model Summary (Pupils' Mean Score ~ Parental Motivation)

Source: Field Data, 2021

Data in Table 7 shows that R-Squared equals to 0.524, or 52.4%. This means that parental motivation as predictor variable explain about 52% of variation in academic performance. This is slightly above 0.5 and therefore it clearly reveals that parental motivation has moderate effect on academic performance. It further shows that there is a small difference between observed data and fitted values hence a better fitting regression model and therefore, academic performance linearly relate to parental motivation, (Moore et al, 2013).

A one-way Analysis of Variance (ANOVA) test was run to establish if parental involvement has no difference on academic performance. The results are presented in Table 8.

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	29730.326	1	29730.326	9.295	.002***
	Residual	1196273.116	374	3198.591		
	Total	1226003.442	375			
Dependent Variable: Pupils mean Predictors: (Constant), Parental motivation						

Table 8: Analysis of Variance for Pupils' Means against Parental Motivation (ANOVA)

Source: Field Data, 2021

Results in Table 8 show that mean square regression is greater than the mean square residuals. This means that the null hypothesis which stated that there is no significant relationship between parental motivation and academic performance is rejected. In addition, the p-value in the ANOVA output = 0.002 < 0.05, the significance level set for this study to assess the null hypothesis meaning the difference between mean square regression and mean square residuals is statistically significant.

From the foregoing, it is evident that all the model diagnostic tests revealed that there exists a linear relationship between parental motivation (predictor variable) and academic performance (outcome variable). This relationship is statistically significant at p-value = 0.002, < 0.05. Thus, the null hypothesis that there is no significant association between parental motivation and academic performance was rejected. This conclusion corresponds with that of Omar et al. (2017); Rafiq et al. (2013); Akhtar et al. (2020); Mudibo (2014) and Muola (2010) who found out that there was a positive significant relationship between parental involvement and student's academic achievement.

The findings also confirm the conceptual framework which showed that when parents are closely involved in their children's education then children are likely to obtain improved performance in their academic performance. The findings also qualify that parental engagement and empowerment (PEE) is indeed an important guiding principle in education and learning as espoused in the Basic Education Framework (BEF) of Kenya's new CBC involvement of parents contributes greatly to the holistic development of learners. Parents empower learners with provisions encouragements and rewards factors which are key for higher academic performance. The study findings however differ from that of Osei-Akoto et al. (2012) and Koskei (2014) whose findings showed that parental involvement has no significant relationship with academic performance. Probably because parents in Migori County have taken their role of motivating learners to a higher extent than parents in Ghana and Nakuru County respectfully.

5. Conclusions and Recommendations

Parental motivation based on provisions to support pupils in their education, encouragement through praise and appreciation when pupils perform better in examinations, rewards such as material gifts and cash money improves the academic performance of primary school pupils in Migori County. Based on the findings and conclusions of the study it was recommended that apart from the parental involvement through provisions, encouragement, and rewards, parents should visit schools to check on pupils' academic progress and to attend school meetings such as annual general meetings and class academic meetings so that they get involved in what takes place in school and the pupils' learning activities as this may improve learners' academic performance.

6. References

- i. Adom, D., Yeboah, A., & Ankrah, A. K. (2016). Constructivism Philosophical Paradigm: Implication for Research, Teaching and Learning. *Global Journal of Arts, Humanities and Social Sciences, Vol 14, (10), 1-9*.
- ii. Akhtar, Z., Ahmad, D., & Saifi, I. L. (2020). Effect of Parents Participation in Students' Academic Performance. *Kashmir Journal of Education, 1(II), 11-24*
- iii. Alami, M. (2016). Causes of Poor Academic Performance among Omani Students. *International Journal of Social sciences Research. ISSN 2327-5510, vol. 4 (1) doi:10.5296/ijssr.v4i1.8948*
- iv. Ali, S., Haider, Z., Munir, F., Khan, H., & Ahmed, A. (2013). *Factors contributing to student's academic performance: A case study of Islamia University Sub campus. American Journal of Educational Research, 1(8), 283-289.*
- v. Cheung, C.S., & Pomerantz, E.M. (2012). Why does parents' involvement enhance children's achievement? The role of parent oriented motivation. *Journal of Educational Psychology, 104(3), 820-832.*
- vi. Chohan, B.I & Khan, R. (2010). Impact of Parental Support on the Academic Performance and Self Concept of the Student, *Journal of Research and reflections in Education, Vol.4, No.1, pp 14 -26*
- vii. Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, Calif: Sage Publications.
- viii. Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches 3rd ed.* Thousand Oaks, CA: Sage.
- ix. Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.)*. Thousand Oaks, CA: Sage.
- x. Echaune, M., Ndiku.J.M. , Sang, A., & Ejakait, E. (2015).The influence of parental involvement in provision of teaching learning resource on educational outcomes: An empirical study of Teso North Sub County primary school. *Advances in Social Sciences Research Journal, 2(1) 4353*

- xi. Gakure, R. W., Mukuria, P. & Kithae, P. P. (2013). An evaluation of factors that affect performance of primary schools in Kenya: A case study of Gatanga district. *Educational Research and Reviews*, 8(13), 927-937.
- xii. Ghazi, S. R., Ali, R., Saqib, S., & Hukamdad, H., (2010). Parental Involvement in Children Academic Motivation, *Journal of Asian Social Science*, Vol 6(4) p 93
- xiii. Gottfried, A. E., Marcoulides, G. A., Gottfried, A. W., & Oliver, P. (2009). A latent curve model of parental motivational practices and developmental decline in math and science academic intrinsic motivation. *Journal of Educational Psychology*, 101, 729-739.
- xiv. Hill, N. E., & Tyson, D. F. (2009). Parental Involvement in Middle School: A Meta-analytic Assessment of the Strategies that Promote Achievement. *Developmental Psychology* 45 (3): 740–763
- xv. Jazmawi, A. (2008). Underachievement and Low Success Rate of Jordanian Students in Secondary Schools, Home Economics. Arab Open University, Jordan.
- xvi. Jeruto, K. B. (2018). *Selected strategies that influence students' academic performance in public secondary schools in Chepalungu Sub-County, Bomet County, Kenya* (Unpublished Theses, Moi Univesity).
- xvii. Kapur, R. (2018). Factors influencing the students' Academic Performance in Secondary Schools in India. Retrieved from <https://www.researchgate.net/publication/324819919>. Date accessed: 15th December 2019.
- xviii. Katz, I., Kaplan, A., & Buzukashvili, T. (2011). The role of parents' motivation in students' autonomous motivation for doing homework. *Journal of Learning and Individual Differences*, Vol, 21 DOI: 10.1016/j.lindif.2011.04.001
- xix. Kenya Institute of Curriculum Development – KICD (2017). Basic Education Curriculum Framework (pp.20).
- xx. Kerlinger, F. N. (2004). *Fundamentals of Behavioural Research* 7th ed. New York: Holt Rinehart and Wiston Inc.
- xxi. Kgosidialwa, T.K. (2010). *Parental involvement and expectations of children's academic achievement goals in Botswana: Parent's perceptions*. (Unpublished PhD dissertation) Faculty of Education Studies. University of Northern Colorado.
- xxii. Klassen, A. C., J. Creswell, V. L. P. Clark, K. C. Smith, & H. I. Meissner. 2012. 'Best Practices in Mixed Methods for Quality of Life Research.' *Quality of Life Research* 21 (3): 377–380.
- xxiii. Koskei, B. (2014). Influence of parental involvement on students' academic performance of public mixed day secondary schools In Kuresoi Sub-County, Nakuru County, Kenya. *International Journal of Education and Research* 2 (12), 505-516.
- xxiv. Kothari, C. R., & Garg, G. (2014). *Research methodology methods and techniques*. (3rd ed.). New Delhi: New Age. International (P) Ltd.
- xxv. Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 607-610. Retrieved June 2020
- xxvi. Kyoshaba, M. (2009). *Factors affecting academic performance of undergraduate students at Uganda Christian University*. Available at: <http://mak.ac.ug/documents>
- xxvii. Migori County Education Office. (2019). County Government of Migori
- xxviii. Moore, D. S., Notz, W. I., & Flinger, M. A. (2013). *The basic practice of statistics* (6th Ed.). New York, NY: W. H. Freeman and Company. Page (138).
- xxix. Mudibo, S.O. C. (2014). Impact of parents' involvement on students' academic success in secondary schools in Kenya. (Unpublished thesis, University of Nairobi) <http://hdl.handle.net/11295/77697>
- xxx. Muola, J. M. (2010). A Study of the Relationship between Academic Achievement Motivation and Home Environment among Standard Eight Pupils in Machakos. *Educational Research and Reviews*. 5(5), 213-217.
- xxxi. Mwangi, N. I. & Nyagah, G. (2013). Determinants of academic performance in Kenya Certificate of Secondary Education in public secondary schools in Kiambu County, Kenya. *Journal of Education and Practice*, 4(12), 38-43.
- xxxii. Oloo, C. O., Juma, S, & Murundu, Z. (2014). Influence of Parental Involvement on Academic Achievement of Pupils in Public Primary Schools in Rachuonyo South Sub-County, Kenya. *International Journal for Research in Educational Studies (ISSN: 2208-2115)*, 5(5),
- xxxiii. Omar, R., Ahmad, N.A., Hassan, S.A. & Roslan, S. (2017). Parental Involvement and Achievement Motivation: Association with Students' Achievement in Vocational Colleges, Malaysia. *International Journal of Academic Research in Business and Social Sciences*. 7(4): 11-24.
- xxxiv. Osei-Akoto, I., Chowa, G. & Ansong, D. (2012) Parental involvement and academic performance in Ghana. Youth save Research Brief, CSD publication No. 12-42.
- xxxv. Ouma, P., Tanui, E. & Rop, N. K (2018) Influence of situational leadership style on pupils' performance in Kenya Certificate of Primary Education in Public primary schools in Uriri Sub County, Kenya. <http://hdl.handle.net/123456789/10089>
- xxxvi. Owuor, O. P. & Sika, J. O. (2019). Parental financing and their influence on academic performance of secondary schools in Mbita Sub-County, Kenya. *International Journal of Innovative Social and Science Education Research*, 7(1), 102-108.
- xxxvii. Rafiq, H. M. W., Fatima, T., Sohail, M. M., Saleem, M., & Khan, M. A. (2013). Parental Involvement and Academic Achievement: A Study on Secondary School Students of Lahore, Pakistan. *International Journal of Humanities and Social Science*, 3(8), 209-223.
- xxxviii. Thornton, R. (2015). *Parental Involvement and Academic Achievement*. (Unpublished Masters thesis). Governors State University, USA.

xxxix. Walliman, N.S.R. (2011). *Research Methods the Basics*. Routledge Taylor and Francis Group: London; New York