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Learners' Needs Satisfaction and Parental Support as Predictors of Academic Achievement among Grade Five Pupils in Bomet County, Kenya

By

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Abstract
The purpose of this study was to investigate how learners' needs satisfaction and parental support predict academic achievement among Grade Five pupils in Bomet County, Kenya. It specifically examined assess the extent to which parental support affects academic achievement of Grade Five learners in Bomet County, Kenya. Guided by human motivation theory and constructivism, the research adopted a correlational design to determine the extent to which these variables influence pupils' performance. A sample of 357 learners (179 girls and 178 boys) was selected from 4,704 Grade Five pupils across 112 public primary schools in Konoin Sub-County using stratified random sampling. Data were collected using adapted self-report questionnaires and teachers' assessment scores from Term One, 2025. Descriptive and inferential analyses, including correlation and regression, were employed. Results revealed a significant positive relationship between parental support and academic achievement ($r = .37$, $p < .01$). Regression analysis further confirmed that both variables significantly predicted pupils' academic achievement (F (2, 337) = 42.15, $p < .001$). The study concludes that fulfilling learners' academic, emotional, and psychological needs, together with strong parental support, enhances performance outcomes. It recommends that teachers and policymakers strengthen learner-centred strategies and parent engagement initiatives to promote holistic academic development.

Keywords: Learners' needs satisfaction, parental support, academic achievement, Grade Five pupils, Bomet County

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Introduction

Academic achievement represents one of the key indicators of educational success and national development. Research consistently shows that learners' academic performance is influenced not only by school-related factors but also by home-based determinants such as parental support and satisfaction of learners' psychological and emotional needs. Sujarwo and Herwin (2023) found a strong positive relationship between parental engagement and learners' academic outcomes, emphasizing that holistic child development, including cognitive, social, emotional, and spiritual—requires consistent parental involvement (Lima & Kuusisto, 2021). Parents serve as a child's first teachers and role models, shaping values, discipline, and motivation for learning (Ministry of Education, 2021). According to Lara and Saracostti (2021), parental participation remains a key predictor of children's educational attainment, particularly when engagement extends beyond financial support to include encouragement and emotional involvement.

Globally, academic underachievement remains a pressing concern. For instance, Villegas (2021) notes that the Philippines ranked lowest in the Programme for International Student Assessment (PISA), while China consistently leads due to stronger educational systems and better-paid teachers. Similarly, Adeniran, Ishaku, and Akanni (2020) report that many Nigerian students fail to reach expected competency levels, resulting in learning gaps that widen as they progress through school. In contrast, Seychelles leads Africa in academic achievement with an average score of 69.3, credited to robust parental involvement and government investment in education (Govinden, 2021). In Kenya, the Kenya National Examination Council (2024) reported that learners in Bomet County showed gradual improvement in the Kenya Primary Education Assessment (KPSEA) between 2022 and 2024, as the proportion of those meeting and exceeding expectations rose significantly. However, there remains a need to examine how parental support and satisfaction of learners' needs contribute to this trend, particularly in Konoin Sub-County.

Parental support involves parents' engagement in their children's learning through emotional encouragement, academic guidance, and provision of resources (Kahraman & Yilmaz, 2021). This concept aligns with Vygotsky's (1978) Zone of Proximal Development theory, which emphasizes that learners require scaffolding from more knowledgeable others to reach their potential. Studies demonstrate that cognitive and emotional parental support enhances academic performance by improving learners' motivation, confidence, and self-regulation (Biswas, 2020; Fumagalli et al., 2020; Elliot, 2022). Evi and Veerle (2021) further argue that effective parental engagement combines emotional support, consistent monitoring, and high expectations, leading to better academic outcomes. Thus, this study considers parental support a crucial predictor of pupils' academic achievement in Bomet County.

Learners' needs satisfaction, on the other hand, refers to the extent to which learners' existence, relatedness, and growth needs are met within their home and school environments (Alderfer, 1969). Existence needs encompass basic physical and safety requirements such as food, security, and stable housing. Silva (2021) found that food insecurity and home instability severely affect school attendance and performance. Relatedness needs involve the

desire to form meaningful social connections, particularly with parents and teachers; Egenti (2021) established that a positive parent-child relationship significantly predicts academic success, especially in mathematics. Growth needs reflect an individual's drive for personal development and competence. Noureen et al. (2021) and Cherry (2022) observed that learners whose growth needs are fulfilled tend to display higher motivation, persistence, and achievement levels. The current study thus examines the extent to which satisfaction of these three categories of needs predicts academic achievement among Grade Five pupils in Bomet County.

Parental education level also influences both parental support and learners' need satisfaction. Parents with higher education often demonstrate more effective learning support strategies and create stimulating home environments (Terfassa, 2021; Idris et al., 2020). Onyedikachim and Ezekiel-Hart (2021) found that educated parents are more likely to value education and motivate their children to excel, while those with limited education may lack the skills or confidence to assist with learning. Conversely, Darko-Asumado and Sika-Bright (2021) reported that parental education indirectly influences performance through the level of engagement and attention given to children's academic needs.

In Africa, few studies have examined the joint influence of learners' needs satisfaction and parental support on academic performance. Research by Chuks (2022) and Emaimo (2020) in Nigeria linked poor academic achievement to unmet basic and emotional needs, while Kibriya et al. (2021) in East Africa found that insecurity and poor learning environments negatively affected performance. In Kenya, Omweno (2020) observed that self-esteem plays a minor role in academic success compared to parental involvement and supportive learning environments. However, limited empirical research has been conducted in Konoin Sub-County, Bomet County, to explore how learners' needs satisfaction and parental support jointly predict academic achievement.

Problem Statement

Academic achievement is fundamental to learners' holistic development and the advancement of national socio-economic goals. High academic performance enhances learners' self-esteem, motivation, and future prospects while equipping a nation with competent human capital essential for innovation and growth (Ismail, 2021). Conversely, persistent academic underperformance can lead to low self-worth, limited career opportunities, behavioural challenges, high dropout rates, and widening social disparities (Obi et al., 2020). Understanding the factors that influence academic achievement, therefore, remains critical to improving education outcomes and promoting equity in learning.

Globally, research has shown that learners' needs satisfaction and parental support are key predictors of academic success. Ismail's (2021) study in Britain established that parental support fosters academic achievement by reducing anxiety and enhancing learners' emotional stability and motivation. Similarly, Obi et al. (2020) found that affective parental support—expressed through love, encouragement, and a sense of belonging has a stronger influence on academic achievement than institutional support from teachers or administrators. These findings affirm that when learners' psychological, emotional, and social needs are met within supportive family environments, they are more likely to excel academically.

However, much of the existing literature has focused on studies conducted in Europe, Asia, and parts of Africa outside Kenya, and primarily among secondary and tertiary learners. Research exploring these relationships among primary school pupils, especially in rural Kenyan settings—remains limited. In Kenya, available studies tend to examine either

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parental support or learners' needs satisfaction as independent factors, rather than investigating their combined influence on academic achievement (Omariba, 2022). This has created a knowledge gap regarding how both variables interact to shape learners' performance during the foundational years of schooling.

Bomet County, and specifically Konoin Sub-County, presents a relevant context for this investigation. Despite improvements in national assessments such as the Kenya Primary Education Assessment (KPSEA), disparities persist among learners, with some continuing to perform below expectations. These variations suggest that factors beyond classroom instruction—particularly parental involvement and the fulfilment of learners' psychological and emotional needs—may play an important role in influencing academic outcomes.

Against this background, the current study assed the extent to which parental support affects academic achievement of Grade Five learners among Grade Five pupils in Konoin Sub-County, Bomet County. The study's objective is to determine the strength and nature of this relationship, offering evidence-based insights that could inform strategies for enhancing learning outcomes in the Competency-Based Curriculum (CBC) era. The findings are expected to guide educators, policymakers, and parents in designing interventions that promote holistic learner development through stronger home-school partnerships and supportive learning environments.

Objectives of the Study

The study examined Learners' Needs Satisfaction and Parental Support as Predictors of Academic Achievement among Grade Five Pupils in Bomet County, Kenya. It was anchored on the following specific objective:

i. To assess the extent to which parental support affects academic achievement of Grade Five learners in Bomet County, Kenya.

Review of Related Literature

Review of Theories

(a) Vygotsky's Learning Theory: The Zone of Proximal Development and Scaffolding

Lev Vygotsky's (1896–1934) sociocultural theory of learning emphasizes that learning occurs through social interaction and collaboration with more knowledgeable others. Central to his theory is the *Zone of Proximal Development (ZPD)*, which Vygotsky (1978) defines as the distance between what a learner can do independently and what they can accomplish with the guidance of a teacher, parent, or peer. Within this zone, appropriate support, referred to as *scaffolding*, enables learners to bridge the gap between potential and actual performance. In the context of this study, scaffolding represents the parental support that helps Grade Five learners in Bomet County reach higher levels of academic achievement.

Parental support in the form of scaffolding encompasses emotional, cognitive, and autonomous assistance. Cognitive support involves helping the learner understand complex concepts through explanation, questioning, or demonstration. Emotional support provides encouragement, reduces frustration, and enhances confidence during learning. Autonomous support allows children to take responsibility for their own learning while maintaining motivation (Wood, Bruner & Ross, 2021). Research by Darmayanti et al. (2023) in Indonesia demonstrated that learners with adequate scaffolding perform better in mathematics because such guidance enhances reasoning and problem-solving. Applied to this study, Vygotsky's theory underscores that parental involvement through consistent guidance, encouragement,

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and structured support can significantly influence the academic success of primary school pupils by enabling them to operate effectively within their ZPD. Thus, the theory provides a valuable framework for understanding how varying levels of parental support affect learners' achievement in Bomet County.

(b) Alderfer's ERG Theory of Motivation (1961–1978)

Clayton Alderfer's ERG theory (1961–1978) extends Maslow's hierarchy of needs by categorizing human motivation into three interrelated groups: Existence, Relatedness, and Growth (ERG). Unlike Maslow's rigid hierarchy, Alderfer's model allows these needs to operate simultaneously, acknowledging that individuals can pursue multiple needs at once or regress to lower-level needs when higher ones are unmet (Alderfer, 1972). In this study, the theory explains how the satisfaction of learners' needs, facilitated by parental support, affects their academic achievement.

Existence needs include basic physiological and material requirements such as food, safety, and shelter. When parents provide adequate nutrition, safe environments, and school resources, learners experience physical stability, enabling better focus and attendance. Relatedness needs involve the desire for meaningful relationships with family, peers, and teachers. Parental emotional support, love, and encouragement fulfil this level by fostering a sense of belonging and motivation to learn. Growth needs refer to the drive for personal development and academic competence; parents who nurture autonomy, curiosity, and achievement-oriented behaviours help learners reach their full potential.

Alderfer's frustration-regression principle suggests that when higher-level needs (such as growth) are blocked, perhaps due to emotional neglect or lack of parental encouragement—learners may regress to focusing on lower needs like safety or acceptance, negatively impacting achievement. Roksa and Kinsley (2021) confirmed that family emotional support enhances students' psychological well-being, which translates into improved academic outcomes. Similarly, Moosa and Aloka (2022) found that learners who felt supported both emotionally and materially were more motivated to perform well. Within the Bomet County context, this theory provides a foundation for understanding how the extent of parental support, whether through provision of basic needs, emotional connection, or encouragement of personal growth directly influences learners' motivation and academic achievement.

Empirical Review

Parental Support and Academic Achievement

Biswas (2020) investigated the influence of parental support on the enhancement of cognitive skills in junior high school students in China (classroom performance, mathematics abilities, initial reading, and numerical understanding). A total of 349 students were used as the sample for the study. Data was gathered through a self-report data collection instrument and analyzed using SPSS. The research indicated that parental involvement influences the enhancement of cognitive skills and educational success and was ideally linked to improved classroom performance, math abilities, and understanding. The sample of this study included junior high school students, and it showed a notably positive relationship between parental support and academic success, aspects that might have affected the outcomes due to their age; hence, it was necessary to contrast the results when primary school children were involved.

Moller and Deci (2024) explored the link between parental support and cognitive skills (reading and numerical concepts) in preschoolers across the USA. The research employed a sample of 121 students. Data was gathered through a self-report questionnaire and subjected to analysis via Pearson product analysis and multiple regression analysis. Parental assistance has been indicated to have a positive correlation with enhanced reading comprehension and numerical understanding. The findings of this study are expected to concentrate on pre-schoolers who mainly depend on their parents and teachers, and are likely to show a significant connection between parental support and students' academic performance. This element might have affected the results; thus, the present study selected participants from primary schools to contrast the findings.

Ismail (2021) examined the relationship between parental support, emotional regulation (encompassing anger, boredom, anxiety, and frustration), and psychological fusion among British secondary school students. The investigation employed a sample of 1,240 participants, with data collected through self-report questionnaires and analyzed using SPSS. The findings indicated that parental support significantly predicted academic achievement and demonstrated positive associations with reduced levels of anxiety, boredom, and frustration. While the study established a robust correlation between parental support and academic performance, the concurrent examination of emotional regulation and fusion variables may have influenced the positive outcomes observed. The present investigation focused specifically on parental support as a predictor of academic achievement.

Fumagali et al. (2020) conducted a comprehensive examination of the significance of combined physical and emotional support during challenging task completion for the development of motor competence and executive functioning among Italian preschool children. The study involved 100 five-year-old participants from two kindergarten institutions who engaged in a specialized motor program over a ten-week period. The program incorporated demanding motor tasks, including walking on unstable surfaces, with instructors providing both psychological and physical assistance. Participants were categorized into novice and expert groups, with executive functioning assessed through day-night tasks administered pre- and post-intervention. Two-way ANOVA analysis revealed optimal performance outcomes when emotional and physical support were provided concurrently. The ten-week longitudinal investigation demonstrated that the combination of emotional and physical support yielded superior results compared to physical support alone. This study's focus on the relationship between academic achievement and emotional support aligns with the current research objectives.

Elliot (2022) explored the associations between autonomy, parental support, and academic outcomes among French primary school students. The study utilized a sample of 189 participants, with data collected through self-report questionnaires and analyzed using simple regression techniques. Results indicated positive correlations between both parental support and student autonomy with academic achievement. However, the French educational and cultural context may limit the generalizability of findings to the Kenyan educational environment.

A related study by Kester (2021) examined the relationships between prosocial behavior, parental support, and academic performance among Nigerian secondary school students. The study employed a sample of 300 participants, with self-report data analyzed through multiple regression analysis. Findings revealed positive associations between prosocial behavior, parental support, and academic achievement. The focus on secondary school participants may have influenced the observed positive correlation between parental

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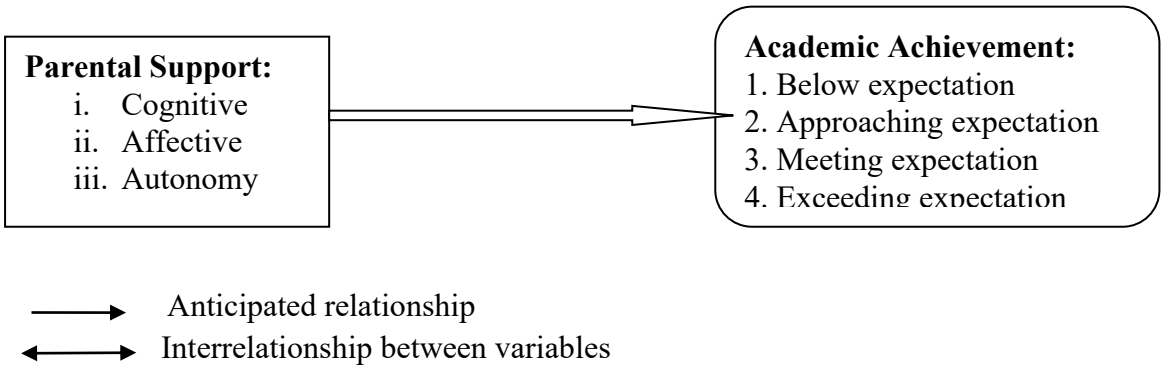
support and academic performance. The current study utilized primary school students to enable comparative analysis of findings across educational levels.

Conceptual Framework

Figure 1 illustrates the conceptual framework that depicts the connections among the study variables.

Figure 1: A Conceptual Framework Showing the Relationships among the Variables



Note. ⟶ Anticipated relationship

⟷ Interrelationship between variables

Source: Field Data 2025

Figure 1 denotes the relationship between the predictor variable; parental support was subdivided into three domains, which were the cognitive, affective and autonomous based on Aldefer's (1961–1978) theory of needs and the outcome variable, academic achievement, which involves the marks scored by learners at the end of Term One of Grade Five.

Methodology

Research Variables and Design

The investigation focused on three primary variables: parental support and pupil needs satisfaction as independent predictor variables (measured at interval level), and academic achievement as the dependent outcome variable. Parents' education level served as a moderating variable. Academic achievement was operationalized using official Term 1, 2025 marks from core learning areas including English, Kiswahili, Mathematics, Science and Technology, Social Studies, and Religious Education. Composite achievement scores were calculated as arithmetic means of percentage scores (0-100) and mapped to four competency levels: below expectation (0-39%), approaching expectation (40-49%), meeting expectation (50-64%), and exceeding expectation (65-100%).

Study Location and Population

The research was conducted in Konoin Sub-County, Bomet County, located in Kenya's South Rift region. This area was purposively selected due to its rural agricultural setting focused on tea cultivation, which significantly engages parents and potentially impacts their involvement in children's education. The target population comprised 4,707 Grade Five learners from 112 public primary schools in the sub-county, with particular focus on schools with historically poor performance in Kenya's Competency-Based Curriculum (CBC) and Kenya Primary School Education Assessment (KPSEA).

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Sampling Strategy

A **multistage sampling approach** was implemented, beginning with purposive selection of Bomet County and Konoin Sub-County based on rural setting and CBC implementation. Schools were randomly selected from public and private primary institutions offering Grade Five, followed by stratified random sampling of pupils to ensure gender representation. Using Krejcie and Morgan's (1970) formula, a representative sample of 357 Grade Five learners was determined from the total population of 4,707, ensuring adequate statistical power for detecting meaningful relationships.

Research Instruments

Three validated instruments were employed for data collection. The Parental Support for Learning Scale (PSLS) developed by Rogers et al. (2013) measured cognitive (10 items), autonomous (18 items), and affective support (6 items), with scores ranging from 12-25 (low support) to 45-60 (high support). The Need Satisfaction Assessment for Students (NSAS) by Caraccio (2017), based on Maslow's hierarchy, assessed existence needs (19 items), relatedness needs (15 items), and growth needs (14 items), with reliability coefficient of 0.91. Academic achievement data was obtained through CBC Progress Report Pro-forma, providing standardized assessment across core learning areas.

Validity and Reliability

Instrument validity was established through expert review by supervisors and field specialists. Reliability was confirmed through pilot testing with 35 Grade Five pupils from a randomly selected school. Both PSLS and NSAS demonstrated satisfactory internal consistency with Cronbach's alpha values exceeding the recommended threshold ($\alpha > 0.70$), with original reliabilities of 0.93 and 0.91 respectively.

Data Collection and Analysis

Data collection involved structured questionnaire administration to the 357-pupil sample, with researcher and teacher support ensuring clarity and minimizing disruptions. Descriptive statistics were used for demographic analysis, while inferential statistics tested four null hypotheses using Pearson's correlation coefficients, t-tests, and multiple regression analysis to examine relationships between variables.

Ethical and Logistical Considerations

Comprehensive ethical protocols were implemented, including obtaining research permits from NACOSTI and authorization from Konoin Sub-County Education Office. Informed consent was secured from all participants, with confidentiality maintained through code number assignments. Logistical arrangements involved coordination with head teachers, scheduling to minimize school disruption, and immediate collection of completed questionnaires for secure storage and analysis. This methodological framework provided a robust foundation for investigating the complex relationships between parental support, needs satisfaction, and academic achievement in the Kenyan primary education context.

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Findings and Discussions

Analysis of Findings

Response Rate Analysis

The study achieved exceptional data collection success among Grade Five learners in Bomet County primary schools. As presented in Table 4.1, of the 357 questionnaires administered, 340 (95.2%) were successfully completed, while only 17 (4.8%) were deemed spoilt or incomplete and subsequently excluded from analysis. This response rate significantly exceeds the 70% threshold identified by Mugenda and Mugenda (2020) as highly satisfactory for research analysis and interpretation. Response rates exceeding 90% are typically considered outstanding in educational research, as they substantially reduce non-response bias and enhance the reliability and representativeness of findings.

Table 1: Questionnaire Response Rate

Response Category	Frequency	Percentage (%)
Successfully Completed	340	95.2
Spoilt/Incomplete	17	4.8
Total Administered	**357**	**100.0**

Source: Field Data 2025

The exceptional participation level demonstrates strong cooperation from respondents and strengthens the credibility of study outcomes, enabling confident generalization of results regarding the influence of learners' needs satisfaction and parental support on academic achievement among Grade Five pupils in Bomet County.

Gender Distribution and Implications

The participant sample demonstrated near-equal gender representation, as illustrated in Table 4.2. Among the 340 respondents from mixed-gender educational institutions, 172 were female (50.6%) and 168 were male (49.4%). This balanced distribution is particularly significant for examining how learners' needs satisfaction and parental support influence academic achievement, as it facilitates meaningful gender-based comparative analysis.

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Table 2: Response by Gender

Gender	Number	Percentage
Male	168	49.4
Female	172	50.6
Total	**340**	**100.0**

Source: Field Data 2025

The slightly higher female participation may reflect regional efforts to increase female enrollment and retention in primary education, aligning with broader educational equity initiatives. This gender balance holds important implications for understanding differential responses to parental support and needs fulfillment. Research by Chinyoka (2020) suggests that boys and girls may exhibit varying perceptions and responses to parental support, with girls often demonstrating greater responsiveness to emotional and relational support aspects, while boys may respond differently based on motivation types and feedback mechanisms received.

The near-equal participation enables researchers to assess whether predictor variables influence academic outcomes differently across gender lines, which is crucial for developing gender-responsive educational strategies. Furthermore, this gender distribution aligns with Kenya's national education objectives, particularly those outlined in the Basic Education Act (2013) and Vision 2030 aspirations, which emphasize equal educational opportunities for all learners regardless of gender.

Age Distribution and Developmental Considerations

Age distribution analysis, as presented in Table 4.3, revealed distinct patterns among the 340 participants. The majority of respondents, 247 (72.6%), fell within the 11-13 years age range, which corresponds appropriately with expected Grade Five enrollment patterns in the Kenyan education system. Additionally, 78 respondents (22.9%) were aged 8-10 years, while 15 respondents (4.4%) were 14 years and above.

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Table 3: Distribution of Respondents by Age

Age (Years)	Number	Percentage (%)
8–10	78	22.9
11–13	247	72.6
14 and Above	15	4.4
Total	**340**	**100.0**

Source: Field Data 2025

The predominant 11-13 years age bracket represents the culmination of middle childhood, a critical developmental period characterized by enhanced cognitive abilities, improved concentration, advanced reasoning skills, and deeper comprehension of learning content. The dominance of this age group ensures that the study captures responses from pupils developmentally equipped to engage meaningfully with questionnaire content.

The presence of younger respondents (8-10 years) may indicate early school enrollment, accelerated academic progression due to exceptional performance, or regional educational practices promoting earlier school entry than national averages. While younger, these learners remain within acceptable Grade Five parameters and contribute valuable diversity to study perspectives.

The smaller subset of older respondents (14 years and above) likely reflects various educational challenges including delayed school entry, grade repetition, or educational interruptions due to socioeconomic factors, health issues, or limited educational access. Although representing a relatively small sample portion, this group highlights age-related classroom disparities that may significantly influence learners' academic experiences and outcomes.

The demographic distributions carry significant implications for understanding learners' needs satisfaction and parental support as academic achievement predictors. Age influences pupils' academic performance and their perceptions of educational support systems, with older pupils potentially experiencing heightened academic pressure or stigma associated with age-grade misalignment, while younger pupils may require differentiated support mechanisms. This demographic diversity enriches the study's analytical depth by capturing varied developmental and gender-based perspectives on parental support effectiveness and needs satisfaction across the Grade Five cohort.

Parental Support and Academic Achievement

This investigation examined the relationship between parental support and academic achievement among Grade Five pupils in Bomet County, Kenya. The study employed comprehensive descriptive analysis followed by correlation analysis and hypothesis testing to determine the extent of parental support and its association with pupils' achievement outcomes. The research utilized Pearson's product-moment correlation and one-way ANOVA to establish statistical relationships between variables.

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Descriptive Analysis of Parental Support

The descriptive statistics for parental support dimensions revealed important patterns in how parents engage with their children's education. As presented in Table 4, three distinct dimensions of parental support were analyzed: autonomous, cognitive, and affective support.

Table 4: Descriptive Statistics for Parental Support and Academic Achievement

Parental Support Dimension	Mean	Std. Deviation	Skewness	Kurtosis	Range	Minimum	Maximum
Autonomous Support	63.41	8.92	–0.29	0.33	31.00	48.00	79.00
Cognitive Support	64.02	9.35	–0.36	0.22	32.00	47.00	79.00
Affective Support	59.12	9.19	–0.27	0.19	34.00	45.00	79.00
Overall Parental Support	62.18	9.45	–0.31	0.27	34.00	45.00	79.00

Source: Field Data 2025

The analysis revealed that cognitive support (M = 64.02) and autonomous support (M = 63.41) were more pronounced compared to affective support (M = 59.12). This pattern suggests that parents in Bomet County demonstrate strong engagement in their children's academic progress, routines, and decision-making processes. However, the comparatively lower affective support indicates a gap in emotional nurturing, which may impact learners' motivation and confidence despite adequate academic involvement. All dimensions exhibited mild negative skewness, indicating that many learners reported moderately high support levels, while low positive kurtosis values suggested slightly peaked but normal distribution patterns.

Parental Support Variations by School Type

Significant variations in parental support emerged across different school types, as illustrated in Table 5.

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Table 5: Mean Scores of Parental Support by School Type

School Type	Mean Score
Girls' Boarding	75.1
Boys' Boarding	72.8
Mixed Public Day School	66.9
Girls' Day	65.4
Boys' Day	64.2
Co-educational	66.1

Source: Field Data 2025

Boarding school pupils received substantially higher parental support levels (average 72.45) compared to day school pupils (average 65.5). This disparity suggests that boarding school contexts may foster stronger parental engagement through structured school routines, formalized communication channels, and periodic academic updates. The finding aligns with Farooq and Asim's (2020) observation that parental involvement increases when schools create structured monitoring opportunities. Additionally, parents of boarding students may compensate for physical distance through intentional academic follow-up, particularly evident among girls in boarding schools, supporting Thuba's (2020) findings regarding maternal educational support structures.

Correlation Analysis and Hypothesis Testing

Pearson's product-moment correlation analysis examined the relationship between parental support and academic achievement, with results presented in Table 6.

Table 6: Parental Support in Relation to Academic Achievement

Variable	T Score (Academic achievement)
Parental Support	.37**
Sig. (2-tailed)	.000
N	340

Source: Field Data 2025

The analysis revealed a moderate positive correlation ($r = .37$) between parental support and academic achievement, statistically significant at $p < .01$. This relationship indicates that increased parental support corresponds with improved academic achievement among learners. The statistical significance ($p < 0.05$) warranted rejection of the null hypothesis, confirming a significant association between variables.

ANOVA Analysis across Support Levels

To gain deeper insights, parental support was categorized into three levels (low, average, high), with one-way ANOVA examining academic achievement variations across groups.

Table 7: ANOVA – Academic Achievement across Levels of Parental Support

Source	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1712.52	2	856.26	9.41	.000
Within Groups	30763.18	337	91.28		
Total	**32475.70**	**339**			

Source: Field Data 2025

The ANOVA results demonstrated significant differences in academic achievement across parental support levels ($F(2, 337) = 9.41$, $p < .01$), reinforcing the correlation analysis findings.

Mean Achievement Scores by Support Levels

Table 8 provides detailed comparison of academic achievement across parental support categories.

Table 8: Mean Academic Achievement across Parental Support Levels

Parental Support Level	Frequency (%)	Mean Academic Score	Std. Deviation
Low	7 (2.1%)	42.17	5.32
Average	218 (64.1%)	48.11	6.49
High	115 (33.8%)	56.12	7.83
Total	**340 (100%)**	—	—

Source: Field Data 2025

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The results demonstrate clear achievement gradients across support levels. Learners with high parental support achieved meeting academic expectations (M = 56.12), while those with average support approached expectations *(*M = 48.11), and those with low support fell below expectations (M = 42.17). The 14-point difference between high and low support groups represents a meaningful achievement gap addressable through enhanced parental engagement.

The findings establish a moderately strong, statistically significant relationship between parental support and academic achievement among Grade Five pupils in Bomet County. Both correlation and ANOVA analyses confirm that higher parental support levels, particularly in cognitive and autonomous domains, associate with superior academic outcomes. These results provide robust empirical support for policies and programs promoting parental involvement in children's education, especially in rural and underserved contexts. The identified gap in affective support suggests opportunities for targeted interventions to strengthen emotional connections between parents and learners, potentially enhancing overall academic achievement through holistic support approaches.

Discussion of Findings

The study's objective was to determine the relationship between parental support and the academic achievement of Grade Five pupils in Bomet County, Kenya. The findings revealed a statistically significant and positive association between parental support and pupils' academic achievement. This indicates that learners who received higher levels of emotional, motivational, and practical support from their parents attained better academic outcomes than those who experienced minimal parental involvement. These findings align with previous studies that have consistently emphasized the vital role of parental support in learners' educational success.

Biswas (2020) confirmed that even during the early stages of learning, parental support remains a key determinant of academic performance. Similarly, Moller and Deci (2024) demonstrated that the benefits of parental involvement persist through middle childhood, contributing to motivation and sustained learning outcomes. Ismail (2021) further established that strong parental support correlates with improved academic performance and reduced emotional challenges such as anxiety and frustration. Likewise, Fumagalli et al. (2020) reported that a combination of emotional and physical support enhances children's executive functioning and task performance, reinforcing the link between home-based support and school success.

Consistent with these observations, Elliot (2022) and Kester (2021) also found that parental support promotes autonomy, helpful behaviour, and academic achievement. The results underscore that parental engagement, through encouragement, assistance with homework, and emotional reinforcement, plays a crucial role in improving pupils' achievement. Consequently, schools and policymakers should prioritize strategies that strengthen parental involvement, especially in socioeconomically constrained contexts like Bomet County, to foster improved learning outcomes and sustained academic growth among primary school learners.

Conclusion and Recommendations

The study established that parental support significantly influences the academic achievement of Grade Five learners in Bomet County. Learners who reported higher levels of parental involvement, through emotional encouragement, academic guidance, and practical assistance,

tended to perform better in standardized assessments. This underscores the critical role that parents play in reinforcing positive learning behaviours, building confidence, and nurturing a supportive home learning environment. The study also found that parents' educational levels shaped the type and quality of support offered, with more educated parents providing targeted cognitive and emotional assistance that strengthened learners' motivation and self-regulation. Therefore, the study concludes that consistent and meaningful parental engagement remains an indispensable contributor to learners' academic success, complementing efforts made by schools and teachers.

Education policymakers and school administrators should implement strategies that promote and sustain active parental participation in children's learning. County governments should invest in parent education programmes that equip caregivers with skills to support homework, set learning goals, and create stimulating home environments. Schools should also establish regular parent-teacher collaboration forums to discuss learners' progress and strengthen shared accountability for educational outcomes. Furthermore, community-based initiatives should be developed to raise awareness on the value of parental involvement, particularly in rural settings where socio-economic challenges may hinder engagement.

Suggestions for Further Research

Future studies should investigate the long-term effects of parental support on academic trajectories beyond primary education. Comparative studies across different counties or socio-economic contexts would help validate these findings. Additionally, qualitative research exploring parents' perceptions and barriers to involvement could offer deeper insights for designing culturally responsive parental engagement programmes.

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