



**AN ASSESSMENT OF THE INFLUENCE OF SCHOOL-COMMUNITY PARTNERSHIPS
ON STUDENTS' ACADEMIC PERFORMANCE**

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ABSTRACT

The study sought to determine the influence of School- Community collaboration on students' academic performance in public day secondary schools within Bungoma County, Kenya. Specifically, the study intended to examine the extent to which school-community partnerships influence students' academic Performance. The study was guided by the Theory of Parental Involvement, as espoused by Hoover Dempsey and Joyce Epstein. A cross sectional survey and a phenomenological study were carried out in Bungoma South sub-county, Bungoma county, Kenya. Both primary and secondary data were collected. Primary data was collected using questionnaires, interview schedules and Focus Group Discussions while secondary data was collected using document analysis guide. The target population comprised of 4557 students, 120 form four class teachers, 120 form four parent representatives and 15 principals; from which a sample of 368 students, 15 form four class teachers, 15 form four parent representatives and 5 principals was drawn. Purposive, proportionate and simple random sampling techniques were used to obtain the sample size. Research tools were checked for validity through consultation with course supervisors. The reliability coefficients for variables measuring school-community partnership and academic performance were 0.872 and 0.910 respectively. Piloting was done in three schools in the neighboring Bungoma Central Sub-County because it had similar educational characteristics as Bungoma South Sub-county. SPSS version 23 was used to analyze quantitative data. Both descriptive statistics and inferential statistics were used to analyze data. Qualitative data was analyzed thematically and reported directly. The study results revealed that school community involvement is highly correlated with academic performance in public day secondary schools. However, the study found that community engagement in students learning activities was weak particularly in activities such as mentorship programs from higher learning institutions and

supporting discipline. As such, students' academic performance was low. The study concluded that if parents, teachers and community partners worked in support of education, students would succeed in their academic endeavours. The study recommends promotion of awareness among community partners on the need to support students learning activities in school. Similarly school administration is required to formulate policies to strengthen and entrench community-school collaboration in education.

KEYWORDS: - Parental engagement, Academic performance, Bungoma County, school-Community partnerships.

1. INTRODUCTION

Community involvement is a shared responsibility in which schools and community agencies and organizations are committed to reaching out to families in meaningful ways and in which families are committed to actively supporting their children's learning and development (Anthony &Ogg, 2019). It entails but is not limited to: creating a conducive learning environment for learning, providing learning materials in the community, and provision of security for the school and learners (Jeynes, 2016).

Studies on the influence of community-school collaboration have arrived at varying and sometimes contradictory findings. While many, such as Boonket *et al.*, (2018) contend that community support enhances school development in general and child's academic performance in particular, other scholars such as Barger *et al.*, (2019) opine that too much community involvement in school is negatively correlated with learner school performance. According to Barger *et al.*, (2019), weak students constitute a majority of children reaching out to not only the parents but the community for help in homework. Parental support in homework, therefore, depicts a learner's need for help.

Community involvement may also be in form of psycho-social support, such as helping the child develop skills and strategies for dealing with challenges related to academic work and commending and appreciating progress made (Crosnoe&Ressler, 2019). They argue that by sharing with parents about challenges they might be experiencing in school, children lower their stress levels, keeping them mentally fit to pursue their academic goals.

Other studies such Pinquart&Ebeling (2019) are of the view that expressing high community expectations has the strongest influence on a child's classroom performance compared to other forms of academic socialization. However (Erickson 2020) cautions parents against expressing unrealistically high expectations. These can overwhelm the child and trigger stress-related health complications, thus, sabotaging good academic performance.

Benner & Quirk (2020), in a study on the impact of community involvement on academic performance of African-American students, opined that community involvement and community involvement bring about positive academic, social and behavioral outcomes in students. The study observed that transiting from primary to secondary school is characterized by a significant drop in academic performance for many teenagers. It can also trigger undesirable behavior and mental

instability. The study further observes that, at this age, young people are craving for independence and developing awareness of their surroundings. Consequently, community collaboration which may include churches is most needed during this period in time, to give students support and confidence they require to navigate this challenging period and realize their academic success.

In a study undertaken in Pakistan, Muhammad *et al.*, (2020) observe that left on their own, schools may not marshal enough resources to provide facilities and services required for effective teaching and learning. Therefore, support from communities is critical in filling resource gaps and promoting learner performance. The study singles out parent participation activities such as school-community partnership, parent representation in school governance structures ,supporting learning at home and communication between home and school as key drivers of academic success.

Ntekane (2018) in a study undertaken in Nigeria, established that community involvement has benefits such as better student behavior, higher teacher morale and positive student-teacher relationship all of which contribute to better academic performance. In addition, Zendaet *al.*, (2018) examined the contribution parents make to the education of their children in public schools in Nigeria. The study reports that poverty and low levels of education lead to low self-esteem among parents which hamper active engagement in their children's education.

Ralejoe (2021) in a study undertaken in Lesotho reports that students from families where parents have low levels of education are at the greatest risk of underperformance compared to their peers from homes where parents have post-secondary education. He argues that better educated parents participate more effectively in their children's education and are more likely to reach out to teachers on matters regarding the child's academic progress and demand above average performance from their children. The study proposes setting up of support group actors in education for the purpose of disseminating information on the importance of parental involvement in education. It recommends arming parents with knowledge on how to effectively support children's learning and improving communication between home and school.

Habumuremyi, (2020) explored the influence of community involvement on learner academic performance in Rwanda. He underscored the importance of home-school communication in enhancing a child's school performance. This communication holds the child accountable for their learning because they understand that their progress is being monitored. The study showed that community involvement had positive impact on students' academic performances in Rwanda.

Muigai (2018) investigated the extent of parental involvement in primary schools in Kenya. He observed that, to a large extent, parental involvement has been limited to financial contributions and teacher-parent meetings. The study recommends implementation of effective strategies for successful parent- school collaboration and engagement.

In recognizing the importance of community involvement in schools, the government of Kenya, through an act of parliament, (section 51 sub sections 1) allows community representation in school

management boards. However, this alone is not enough. There is a need for research to guide policy makers in developing programs that have greatest positive impact on a child's school performance.

Academic performance is the knowledge gained which is assessed by marks by a teacher and / or educational goals set by students and teachers to be achieved over a specific period of time (Tamara, 2016). The measurement of academic performance is done by use of tests and examinations which are either developed at school level or set by an external body such as Kenya National Examinations Council (KNEC). Good academic performance is the ultimate goal of all activities within the school system, one of which is parental engagement.

According to Bungoma County Education office KCSE Analysis Reports 2018-2021, many public day secondary schools in the county have been consistently registering poor results (Table 1). As shown in Table 1, the KCSE mean score for Bungoma South Sub-county (2018-2021) is 3.54 making it among the two worst performing sub-counties within the county, hence the need to identify school-community intervention measures that could reverse that trend. Therefore, this study examined the influence of school community partnerships on learner academic performance in Bungoma South Sub-county, with expectations that the findings of the study would guide school heads in formulating policies that would enhance learner academic performance in the County.

Table 1. Bungoma County Public Day Secondary KCSE Analysis 2018-2021

Bungoma County KCSE 2018-2022 Analysis Report

Sub-county	2018	2019	2020	2021	mean
Bungoma Central	3.32	3.90	3.83	3.65	3.68
Webuye West	3.49	3.65	3.76	3.64	3.64
Kimilili	3.18	3.84	3.91	3.63	3.64
Webuye East	3.37	3.83	3.90	3.42	3.63
Bumula	3.16	3.92	3.79	3.53	3.60
Bungoma North	3.25	3.81	3.58	3.67	3.58
Bungoma West	3.32	3.70	3.77	3.50	3.57
Bungoma South	3.41	3.93	3.56	3.27	3.54
Mt. Elgon	3.11	3.31	3.23	3.16	3.20
County P.I					3.90

2. LITERATURE REVIEW

Schafft (2016) defines school-community partnerships as intentional efforts to create and sustain relationships among parents, teachers and community. Parent-School partnerships (PSP) focus on school goals and needs of They the community (Zuckerman, 2019). Scholars argue that partnerships between schools and their communities contribute to improved learners' academic performance. They also create a wide social network that can be tapped into to mobilize support for school programs and create safe environments within schools, homes and neighborhoods conducive for children's social, emotional and cognitive growth.

Community partners in education may include non- governmental organizations, professional bodies, school alumni, faith organizations, civic groups, business persons and entities, among other groups. School-community collaboration is based on an understanding that schools, and indeed students do not exist in isolation and what happens in schools affect the community and vice versa. Globally, there is agreement that Community-school partnership is one of the mechanisms for addressing challenges that schools cannot address alone. Myende (2018) examined school–community partnership sustainability in South Africa. He observed that community involvement activities by community partners have neglected the parent, thereby creating a weak link in the school-home-community alliance. He shared that lack of parental empowerment erodes the gains made by supporting school programs as parental role in supplementing school efforts is severely weakened. The study recommended that schools should involve local communities in school management and planning, for better educational outcomes. Essuman (2019) explored the policy and practices of community and school partnership and how the collaboration between schools and communities has been executed. In addition, he examined challenges parents faced as they engaged in the school governance process and how such engagement shaped education delivery in Ghana. He argued that there was need for parental representation in school management process to reflect the diversity of the parents’ body to avoid exclusion of cultural, linguistic and other minorities.

Marishane (2020) examined the partnership between schools and communities and its role in redefining school programs and projects. The study established a positive association between school-community collaboration and students’ academic performance.

The realization that school- community collaboration can enhance learners’ academic performance has pushed school administrators to take deliberate actions to strengthen local community participation in school life (Epstein, 2018). The interdependence of school and community ensures they both work for the best interest of the learner. Zuckerman (2019) argues that the community can offer curriculum support services necessary for improving academic performance that may not be available in school. Nelson and Wambuwa (2021) established that community willingness to offer labour and resources to the school strengthens school-community collaborations, and enhances community participation in education in Uganda. By supporting school programs and projects, the community earns a legitimate right to hold school leaders to account in maters education and becomes a key stakeholder in school activities.

Research has shown that schools and teachers can expand their positive influence on students by engaging parents as partners in the education process (Hall, 2020). It’s the schools to provide the infrastructure and expectations, and teachers to advocate for the time and support necessary for parents to assist in the educational process of their children (Hall, 2020). Community participation in education is a viable strategy for helping learners realizes their academic goals (Cosmas, 2018). It ensures prudent utilization of resources so as to address the challenges that may undermine efficient curriculum delivery in schools, thereby providing quality education for children (Bowman, 2019).

Community participation in schools incorporates education access and inclusion, meeting local community needs, neighborhood responsibility and responsiveness, improving infrastructure and building institutional capacity (Mandela & Wambuwa, 2021). Community-school partnership brings about checks and balances, making school administrators accountable to the community for academic success of the learners. It motivates school principals because of an expanded stakeholder interest in school matters. Suleman *et al.*, (2020), investigated the influence of community involvement on academic performance of secondary schools. The study findings indicate that community participation in school financing, motivating teachers and maintenance of school infrastructures of secondary schools influences academic performance.

School- community partnerships make the child the center of focus, while positioning schools and communities as partners committed to prioritizing students' educational needs (Hannon & O'Donnell, 2022). These partnerships enable schools and communities design a common approach to promoting learners' academic performances (Keane, 2022). The partnerships envisage collaborative goal setting aligned to the school vision that is geared towards bettering academic outcomes (Suleman *et al.*, 2020). Community partners provide critical services that may be needed to enhance academic performance by the students (Epstein, 2018).

Community-school participation has not been fully embraced as demonstrated by clear disengagement between communities and schools (Wheeler, 2019). However, some schools appreciate the important role local communities' play in the academic success of learners. Community-school partnerships remains a priority, as many schools fail to practice coordinated efforts with communities to be supported (Bowman, 2019). This research assesses if public day secondary schools in Bungoma South Sub-County have functional community-school collaborations and partnership.

From the beginning, schools have been given the responsibility of nurturing skills in young people for productive participation in society through direct instruction, social interactions and lifelong learning (Nora Patricia *et al.*, 2020). To this end, educators, parents and community partners must pull together to develop young people's psycho-social and cognitive development. Effective collaboration between parents and all stakeholders in education is geared towards enhancing student achievements and meeting the needs of the families, communities and neighborhoods (wheels *et al.*, 2018).

Brunet *et al* (2014) carried out a study on effective family – school – community partnership. They underscored the need to encourage school community collaboration to promote academic success and wellbeing of all students. The study outlined the benefits of community involvement in school projects and overall growth and development of the learner. They further argued that, effective school collaboration was a reciprocal process where resources were shared for the mutual benefit of the school and the community.

Kimbelly (2020) study on school and community partnership stated that schools get support from entities such as civic groups which help students succeed in school. His study aimed at investigating

strategies employed by primary school heads to establish and maintain effective programs of partnership. The study results showed that schools with a welcoming culture, accessible heads, and functional communication systems are better positioned to mobilize community resources to support education.

Obare (2019) in a study on the effectiveness of community partnerships in educational development in public secondary schools in Kenyan sub county, Kenya, argues that a school does not exist in isolation, but is a segment of society in which it operates. He points out that, the community supplies the school with resources including human capital, and in return, the school equips learners with skills to solve community challenges. He further points out that, there ought to be a productive interaction between the school, parents and community stakeholders. He concluded that, where school-community partnership is weak, academic performance suffers.

School- community partnership thrives in an interaction process where the needs of both parties are met and their goals realized (Hands, 2021). The study explored partnership mechanisms that nurture productive school community collaboration. The study established that the social environment, in which these partnerships evolve, can either undermine or promote an effective and sustainable collaboration. The study concludes that the exclusion of the community in school decision making processes is a hindrance to a meaningful partnership.

Emillian, (2022), in a study undertaken in Tanzania, investigated the extent of community participation in school projects and how the collaboration promoted the execution of school programs and enhanced students' academic performance. The study sought to find out if schools that worked closely with communities registered better operational efficiency and higher academic outcomes than those that did not. It established that schools that forged better relationships with the community were better governed and had students who were successful in their academic performance.

The study also pointed out that a poor appreciation of the role of the community in enhancing student academic success on the part of school leaders was responsible for weak participation of community partners in school activities. The study recommended professional capacity building for teachers to enable them maximize school community partnerships and improve students' academic performance. The study also recommends promotion of awareness among communities on the need to support education for the mutual benefit of schools and the society at large.

3. MATERIALS AND METHODOLOGY

3.1 Research Design

This study embraced mixed system research paradigm that triangulated cross-sectional survey design and phenomenological study design.

3.2 Study Area

The study was conducted in Bungoma South Sub-County in Bungoma County, Kenya. Bungoma South Sub-County is one of the 9 Sub-Counties that make up the larger Bungoma County. The

location has urban, semi-urban and rural settings and so is ideal for the study. Bungoma South Sub-County lies between latitude $0^{\circ} 42.30'$ north and longitude $34^{\circ}40'$ east. The region borders Bumula Sub-county to the West, Bungoma Central sub-county to the north, Webuye West Sub County to the east, and parts of Kakamega County to the south. The study location covers a geographical coverage of 318.5 Km².

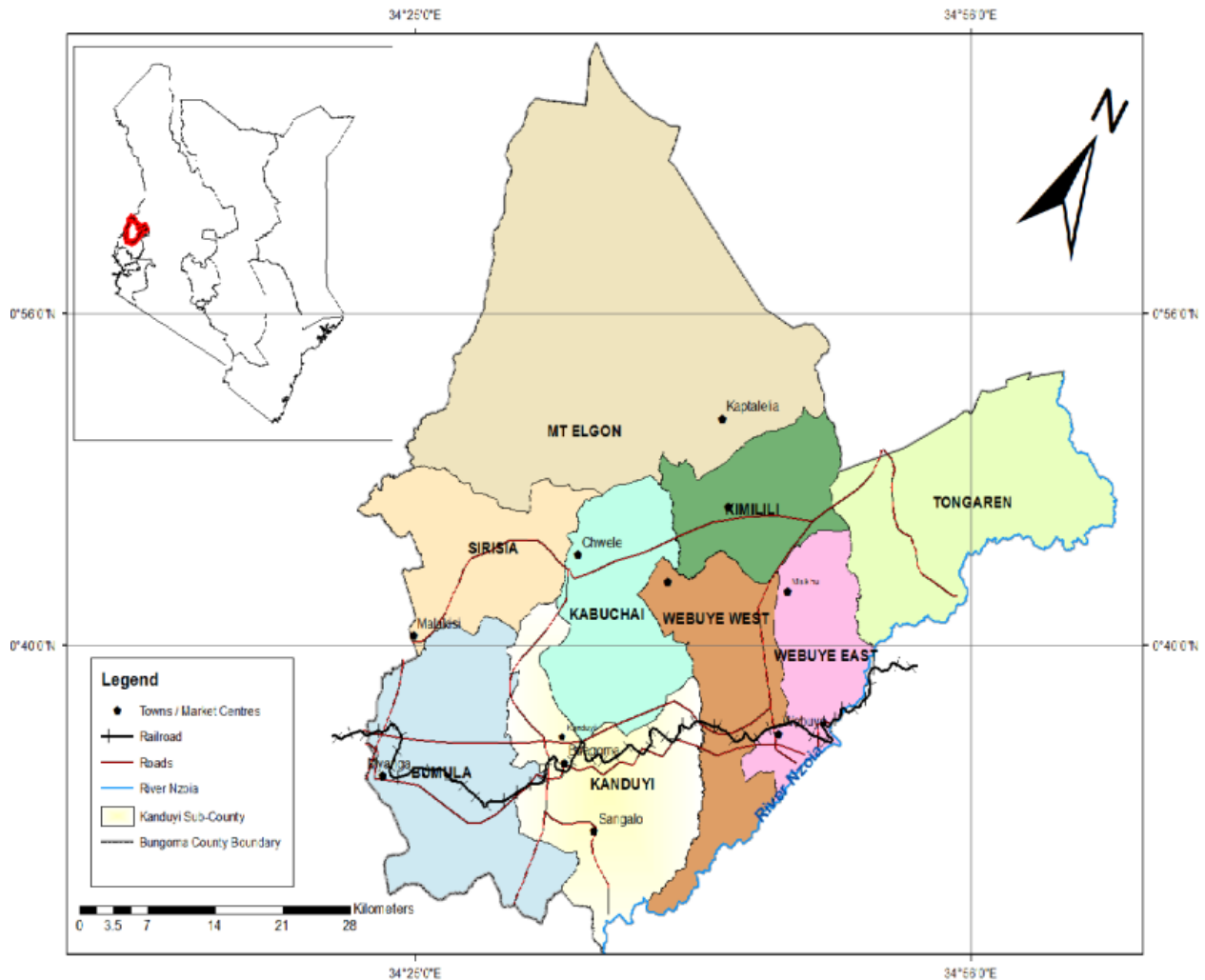


Figure 1: map of Bungoma County showing Study Locale
Source: Bungoma County Intergrated Development Plan

Primary data was collected using questionnaires and interview schedules while secondary data was collected using document analysis guide. The sample size contained 15 form four class teachers and 15 Parents Representatives each drawn from each school, 5 principals and 368 form four students making a total of 403 respondents. The respondents were drawn using purposive, proportionate and simple random sampling techniques.

Research tools were checked for validity through consultation with course supervisors. The reliability of the questionnaire was improved through Pearson Product Moment Correlation Coefficient formulae. Piloting was done in three schools in the neighboring Bungoma Central Sub-

County. SPSS version 23 was used to analyze quantitative data. The principals and class teachers were selected using proportionate, purposive and simple random sampling techniques and convenience (in institutions that had more than one stream). Purposive sampling was meant to enable the researcher to use cases that could have relevant information to answer research questions in order to enable the researcher meet objectives of the study with simple random sampling meant to give each element in the sample equal chances of being included in the study (Maina, 2012).

4. RESULTS FINDINGS AND DISCUSSIONS

Influence School-community Partnerships on students' academic performance in Public Day Schools of Bungoma South Sub-County

The study sought to establish the extent to which school community partnerships had impacted on academic performance of students of various schools in study region. The study sought to establish the extent of the symbiotic relationship that existed between the school and the community and how it was impacting on students' academic performance. The study sought to find out the extent of the relationship in terms communal support of discipline of students, school development programs, pressure for better results, staff development, donation of materials and equipment and bursaries and scholarships. Based on responses, regression analysis was run to test the following hypothesis:

***Ho1:** There is no significant influence of school-community partnerships on students' academic Performance in public Day secondary schools of South Bungoma Sub-County*

Data to address this objective was generated from form four class teachers' questionnaires. Descriptive statistics generated based the questionnaires is given in Table 4.17. Table 2. Gives various variables based on form four class teachers' respondents. The findings on various variables relating to school community partnership that were under investigation reveals that teachers' respondents ranked lowly the various variables relating to school community partnership in support of students' academic performance as all variables safe for one had a mean level of agreement above 3.4 on 1-5 Likert Scale ranking where 5 represented the poorest score. The only variable that was fairly ranked was communal involvement in reporting of indiscipline cases that had a mean of 3.1051 with a SD of 1.40494. The lowest ranked school community partnership was in an area of checking of students results after release by Kenya National Examination Council.

Table 2. School Community Partnerships

Variable Statement	N	Mean Deviation	Std Deviation
Members of the community normally participates in programs aimed at expanding and upgrading school infrastructure,	30	3.4174	1.29058
Higher institutions of learning and professional organizations offer staff development services to teachers.	30	3.8264	1.05489

Community members normally report cases of indiscipline that involve students	30	3.1051	1.40494
Community members normally turn up to find out performance of this school whenever KCSE results are out	30	4.2258	1.44986
Community partners donate teaching & learning materials and equipment.	30	3.7568	1.14768
Needy students are given scholarships and bursaries by community partners.	30	3.8048	1.16721

(Source: Field Data, October 2022)

Communal participation in expanding and upgrading school infrastructure had a mean of 3.4174 and a SD of 1.29058. This finding implies that participation of community partners in activities meant for upgrading and expanding school infrastructure through initiatives such as Harambee was relatively low. All principals were in agreement that communal involvement in Harambee activities was generally low, a situation they partly attributed to the economic set up of the community.

Provision of staff development services by community partners had a mean index of 3.8264 and a SD of 1.05489. This ranking was inclined towards being poor. Similarly less than 30 percent of form four class teacher respondents were in agreement that teachers rarely benefited from this kind of support. School principals were also in agreement that community organizations, especially higher institutions of learning and profession bodies in the field of education had little or no staff development programs in public day secondary schools in the study area.

One school principal asserted: *Despite the sub county being home to higher institutions of learning in the region, there was little collaboration in the area of staff development and mentorship.*

The score on donation of teaching and learning materials and equipment had a mean score of 3.7568 and a SD of 1.14768. The finding indicates that the respondents rated this form of school-community partnership as poor. Donation of equipment goes a long way in improving the teaching and learning of science and technical subjects. Lack of critical equipment means that subjects that require practical application of knowledge are taught theoretically undermining not only students' understanding of the syllabus but also performance. This finding is in agreement with Sanders & Harvey, (2013), who contend that equipment, materials and technical assistance and support for instruction significantly improves students' grades.

The last statement sought to investigate the extent of community partnership in the area of scholarships for needy students. This inquiry had a mean of 3.8048 with a SD of 1.1621. The finding implied that the respondents rated the level of support for needy students by community partners to be low. This position was confirmed by all principals who majorly cited two reasons. The first reason was that many organizations that fund education of needy students base their selection criteria on the learners' KCPE marks. This puts rural day secondary schools at a disadvantage

compared to national and Extra County schools because they mostly admit students with low marks, a situation that has been worsened by the government’s policy of 100% transition.

Secondly, the principals attribute this situation to a belief among community partners that education in day schools is affordable compared to boarding schools, making them direct a bigger portion of their support to students in boarding schools.

Communal interest in learner’s academic performance by turning up to check on results had a mean of 4.2258 with a SD of 1. 44986. This position was further supported by 13.3 percent of form four class teacher respondents. The findings reveal that the community may have limited interest in education or education performance as earlier demands for better results might not have led to any improvement in performance.

The score on community participation in supervision of learners’ discipline had a mean of 3.105. This implies that community participation in promoting good discipline among students was inclined towards being good, a situation that was likely to enhance learners’ academic performance. Day schools are community schools and are supposed to play a critical role in promoting access to educational opportunities more so to children from Low Social Economic Status (LSES) families who may not afford higher fees charged by boarding schools. Jacobson and Blank, (2011) observe that Community schools have numerous purposes and “plan their activities and services centered on the results they want to realize for students, families, and society”.

Table 3 Correlation Analysis
Correlation Analysis

		X1	X2
Variable Statement			
School	Pearson	1	
Community	Correlation		
Partnership	Sig. (2-tailed)		
(X1)	N	333	
Students’	Pearson	.817**	1
academic	Correlation		
Performance(X	Sig. (2-tailed)	.000	.000
2)	N	333	333

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

The findings in Table 3 showing correlation between independent and dependent study variable reveal that there is significant relationship between independent study variables (School community partnership) and the dependent variable (Students’ academic performance) with the value of r being above 0.800 in a two tailed test at 0.01. The findings reveal that correlation is .817** between school community partnership and students’ academic performance.

The influence of School Community Partnership on Students’ Academic Performance

This was the third and last objective of the study that sought to find out the influence of school-community partnership on students’ academic Performance in Public Day Secondary Schools of Bungoma South Sub-County. As revealed in Table 4.18, there is a significant positive correlation between school-community partnerships and students’ academic performance in Bungoma south sub county with $r = 0.817$ in a two tailed test at 0.001 significance level.

The objective of the study was to evaluate the hypothesis (**Ho1**) that stated that “There is no significant influence of school-community partnerships on students ‘academic Performance in public Day secondary schools of South Bungoma Sub-County.

Table 4. school -Community Partnerships Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.931 ^a	.866	.863	0.52498

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	9.613	1	9.713	36.878	0.000 ^b
Residual	36.002	332	0.286		
Total	45.615	333			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant): School-Community Partnerships Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for β	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	0.188	0.369		0.293	0.771	-0.621	0.838
OBJ 3	0.856	0.147	0.454	5.916	0.000	0.582	1.171

Significance level, $p \leq 0.05$

Source: Field Data, (2022)

The R-square change in table 4 being 0.866 implies that 86.6 percent change in students' academic performance in public day secondary Schools in Bungoma South Sub-County was attributed to School Community Partnership .

An analysis of the variance show that the significance is 0.00 which is less $p = 0.005$ and $F = 36.878$, meaning the model was statistically significant in forecasting the influence of school community partnerships on the academic performance of students in public day secondary schools of Bungoma South Sub-County. This also means that there is a satisfactory goodness of fit between school community partnerships and learners' academic performance in public day secondary schools in Bungoma South Sub County. The adoption of regression model to either accept or reject the research hypothesis is, for this reason, justified.

Hypothesis three postulated (H_{03}) that, "There is no significant influence of school-community partnerships on students' academic Performance in public day secondary schools of Bungoma south Sub-County"

Using the unstandardized beta coefficient (β) and the constant, the following model relationship was obtained showing the influence of school community partnership and students' academic performance in Public Day Schools of Bungoma County:

$$Y = 0.188 + 0.856K_3 + e \dots \dots \dots \text{Eq.} \dots \dots \dots 4$$

Where Y is students' academic performance in Public Day Secondary Schools in Bungoma South Sub-County, and K_3 is School Community Partnership.

Based on the model, when School Community Partnership is adjusted by one unit, there would be a corresponding change in students' academic performance by 0.856 units. Since the beta value is 0.866 and $p < .05$, the null hypothesis (H_{03}) was rejected and the study concluded that there was a significant positive relationship between school community partnership and students' academic performance in public day secondary schools in Bungoma South Sub-County.

Studies have established that partnerships between schools and their communities contribute to improved learners' academic performance Schafft (2016).

Parents and schools alone cannot marshal sufficient resources to support learning activities. Hence the need for community organizations, individuals and agencies to step up and fill resource gaps in schools which may be in human or material form, to ensure children's success (Epstein, 2016).

It was clear from the principal's interviews that schools lacked capacity, expertise and resources to address numerous barriers to learning which were responsible for children's low performance. Partnering with community organizations, civic bodies, religious organizations, businesses and community professionals is one way of building capacity to create safe environments in schools, homes and neighborhoods for children to flourish intellectually, socially, emotionally and physically (Taylor, 2014).

However, the validity of findings is affected by the adequacy of the sample. As such, prior to drawing conclusion it was necessary to undertake a test to ascertain adequacy of the sample. This involved undertaking of Keiser-Meiyer-Olkin (KMO) and Bartlett's Test of Sphericity. The results are shown in table 5.

Table: 5: KMO Bartlett's Test of Sampling adequacy and Correlation among Variables on Home based Parental support of Students Learning Activities

Kaiser-Meyer-Olkin of Measure adequacy of Sampling		.769
Bartlett's Test of sphericity	Approx. Chi-Square	
	Df	3
	Significance	.000

The finding in Table 5 shows KMO measure of sampling adequacy on variables on correlation coefficients against partial correlation factor. The values range from 0-1, and the closer the values are to 1 the better the indication that a factor analysis of the variable is good. Chepkoech (2021) quoting Ford *et al*, (1986) recommended a value of 0.6 as minimum. As revealed in Table 5 the KMO for the sample was .0.769. The test therefore showed that the sample chosen was satisfactory to be used for further analysis of the study.

Bartlett's test of sphericity is used in evaluation of the null hypothesis that the variables in the population correlation matrix are unrelated was carried out. Table 5 shows that observed significant level was .000 which was small enough to reject the hypothesis. This finding indicated that the strength of the connection among the variables under investigation is significant. The purpose of inferential statistics for this section was to evaluate the following null hypothesis:

H₀₁: There is no significant difference between school community partnership and students' academic performance in public day schools in South Bungoma Sub-County.

Therefore on basis of these findings of regression analysis on influence of school community partnership and students' academic performance in Table 3 and findings on the level of influence of

independent variables shown in Table 4, alongside conviction that the sample taken and relationship between variables is significant the hypothesis was accepted. This meant that school community partnership had significant influence on students' academic achievement.

5. CONCLUSION

On the basis of these study findings, the paper concludes that there is no significant difference between school community partnership and children's academic achievement. School community partnership reflected in activities such as supporting discipline, mentorship programs from higher institutions of learning and provision of materials and equipments among others, was the major determinant of students' academic achievement. However, the level of school community partnerships in public day secondary schools is generally low.

6. RECOMMENDATIONS

On the basis of the study findings, the study recommends that; School administrators should raise awareness among community partners on the need to actively support children's learning processes.

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CONFLICT OF INTEREST

The author(s) declares no conflict of interest.

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