

Parental Provision of Learning Materials and Grade Seven Learners' Reading Performance in Junior Schools in Rarieda Sub-County, Siaya County, Kenya

¹**Martha Akumu Bondoh**

Faculty of Education,
The Catholic University of Eastern Africa, Nairobi, Kenya

²**Rose Atoni**

Faculty of Education,
The Catholic University of Eastern Africa, Nairobi, Kenya

³**Madeleine Sophie Barat Achieng**

Faculty of Education,
The Catholic University of Eastern Africa, Nairobi, Kenya

TEACH YOURSELF

Beginner's
German

Mill
Dictionary

The world's most trusted dictionaries



GREAT JOURNS

Portugu

IPRJB

INTERNATIONAL PEER REVIEWED
JOURNAL AND BOOK PUBLISHING

for absolute

ABSTRACT

Grade Seven learners in Rarieda Sub-County continue to record low proficiency in English reading, yet the contribution of the home, and particularly of parents' provision of learning materials, has received little empirical attention in Kenyan junior schools. This study examined the influence of parental provision of learning materials on Grade Seven learners' reading performance in junior schools in Rarieda Sub-County, Siaya County, Kenya. The study was anchored on Epstein's framework of parental engagement and adopted a convergent mixed-methods design, combining a cross-sectional survey with a grounded theory approach. From a target population of 6,150, a sample of 21 junior schools, 347 learners, 347 parents and 21 teachers of English was drawn through stratified, simple random and purposive sampling. Data were collected using questionnaires, an interview guide and a document analysis guide. Quantitative data were analysed using descriptive statistics, regression analysis and one-way Analysis of Variance (ANOVA) at the 0.05 level of significance, while qualitative data were analysed thematically. Parental provision of learning materials was moderate (learners' composite $M = 3.34$; parents' composite $M = 3.41$ on a five-point scale), and 65.44% of learners were either below or approaching expectation in general reading performance. The regression model showed that the level of parental provision of learning materials explained 61.1% of the variance in reading performance ($R = .782$, $R^2 = .611$, adjusted $R^2 = .606$), and the one-way ANOVA confirmed a statistically significant influence, $F(4, 319) = 125.39$, $p < .001$, $\eta^2 = .611$. The null hypothesis was therefore rejected. Teachers attributed inconsistent provision mainly to household financial constraints. The study concludes that parental provision of learning materials is a significant determinant of Grade Seven reading performance and recommends parent sensitization, low-cost book-sharing schemes and stronger school libraries.

Keywords: Parental Engagement, provision of Learning materials, Reading Performance, extended Learning activities, Junior School, Competency-Based Education

1. INTRODUCTION

Reading is the foundation on which learning in every other area of the curriculum is built. At Grade Seven, learners are expected to engage with increasingly complex texts and to understand, evaluate and reflect on them in order to develop knowledge and participate effectively in society (OECD, 2023). Reading performance at this level is reflected in learners' ability to decode words, read fluently, comprehend texts, interpret meaning and analyse written information, and is typically measured through classroom assessments and continuous evaluation (UNESCO, 2022; World Bank, 2020). Because English is Kenya's official language and the medium of instruction, weak English reading skills limit learners' achievement across all learning areas (Wasanga, 2020).

Parental engagement in extended learning activities, understood as structured educational support that parents offer beyond formal school hours, has been increasingly recognised as a critical factor in enhancing academic outcomes (Kim & Sheridan, 2021). One of the most tangible forms of such engagement is the provision of learning materials: textbooks, class readers, storybooks, magazines, stationery and a home environment that supports reading.

International evidence shows that children who grow up in homes with adequate reading resources develop stronger reading skills. In Finland, Kulmala et al. (2024) found that the availability of books and opportunities for engagement at home played a key role in children's reading development, while in Türkiye, Gorta (2021) reported that learners from resource-rich homes outperformed those from resource-constrained households in reading. Children whose parents provide access to books and engage in literacy-rich activities consistently demonstrate stronger reading abilities (Senechal, 2023), an effect that is especially important in multilingual contexts where home reinforcement of English complements school instruction (Abuya et al., 2022).

In Kenya, the Competency-Based Education (CBE) framework explicitly emphasises parental involvement and collaborative learning, and parental participation together with the availability of learning resources has been identified as a key determinant of literacy achievement (Osabinyi & Ong'ang'a, 2023). Despite this policy emphasis, Grade Seven learners in Rarieda Sub-County continue to exhibit low reading proficiency. KNEC (2025) reports indicate that only 15% of Grade Seven learners in the sub-county met the expected competency level in English reading comprehension, compared with a national average of 40%. Teachers of English in the sub-county raised the same concern during the 2024 retooling of junior school teachers and in a 2025 subject forum report, and parents voiced concern about their children's poor reading habits at a school education day in March 2026.

Existing Kenyan studies on parental involvement have concentrated largely on lower primary or secondary school learners, on general academic performance rather than reading specifically, and on urban or national samples (Kimathi, 2023; Kanyi et al., 2025). Consequently, there is limited empirical evidence on how parents' provision of learning materials influences reading performance among Grade Seven learners in rural contexts such as Rarieda Sub-County. This paper, drawn from a larger study on parental engagement in extended learning activities, addresses this gap by focusing on the first objective of that study.

1.1 Objective and Hypothesis

The study sought to determine the extent to which parental provision of learning materials influences Grade Seven learners' performance in reading in junior schools in Rarieda Sub-County, Kenya. The following null hypothesis was tested at the 0.05 level of significance:

H₀₁: There is no statistically significant influence of parental provision of learning materials on Grade Seven learners' performance in reading in junior schools in Rarieda Sub-County, Kenya.

2. Literature Review

2.1 Theoretical Framework

The study was anchored on Epstein's framework of parental engagement (Epstein, 2002, 2018), which holds that the family, the school and the community are overlapping spheres of influence on a child's learning, and that learners benefit when these spheres work together. Epstein identifies six types of involvement: parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community. The framework assumes that families have the capacity to support children's education effectively when schools provide appropriate guidance and resources (Harris, 2023), and it recognises home-based practices, not only physical presence in school, as legitimate forms of involvement.

Provision of learning materials falls within the *parenting* and *learning at home* dimensions of the framework. Parenting involves establishing a home environment that supports the school-going child, while learning at home involves equipping and encouraging learners to engage with schoolwork outside the classroom. When parents supply textbooks, class readers, storybooks and stationery and create space and time for reading, they extend the school's literacy work into the home. The framework also recognises that families differ in their capacity to do this, which makes it suitable for explaining the variations in provision observed among households in a largely low-income setting such as Rarieda Sub-County.

2.2 Empirical Review

Several studies have linked access to learning materials with reading outcomes. In a two-country study of Grade 3 children in China and Grade 4 children in Cyprus, Georgiou (2023) used hierarchical regression and found that, after controlling for parents' education and non-verbal IQ, access to literacy resources was a significant predictor of reading outcomes, whereas code- and meaning-related home literacy activities were not. The study concluded that in the upper grades parents may continue to contribute to literacy development chiefly by providing resources and creating an environment for independent reading. In the Philippines, Pada (2024) surveyed 280 parents of Grade 7 students and reported that learners' comprehension scores were at the frustration level and that the parenting dimension of involvement was the only significant predictor of word reading and comprehension.

Within Africa, Aina et al. (2023) found among 1,101 secondary school students in Osun State, Nigeria, that parental involvement was low ($M = 2.25$) but significantly predicted reading habit ($\beta = 0.19$), with textbooks among the most preferred reading materials. In Ghana, Ameyaw (2022) found that junior high school learners in one of two schools lacked access to local novels

and storybooks and recommended that parents provide reading materials. In Rwanda, Tabaro et al. (2024) observed that a lack of English reading materials and libraries led to poor English performance among lower secondary learners. In Uganda, Ssali (2023) reported a moderate positive correlation between parents' provision of scholastic materials and pupils' academic performance ($r = .461, p < .01$) and noted marked disparities in provision across households.

In Kenya, Kanyi et al. (2025), guided by Epstein's theory, examined parental provision of learning materials in public secondary schools in West Pokot and reported a gap between the recognised importance of provision and learners' actual experiences, with some students lacking textbooks and revision materials. Wekesa (2022) similarly found that while textbooks were adequately provided in upgraded extra-county schools, other learning resources remained insufficient. Kimathi (2023) reported very low parental involvement in Standard Three pupils' reading at home in Meru County.

Taken together, these studies establish that learning materials matter for literacy, but they leave three gaps. First, most were conducted outside Kenya or at levels other than junior school. Second, several relied on correlation or descriptive statistics alone, without testing the strength of the influence through regression and variance analysis. Third, few integrated the views of learners, parents and teachers with objective records of reading performance. The present study addresses these gaps among Grade Seven learners in Rarieda Sub-County using a convergent mixed-methods design.

3. Methodology

3.1 Research Design and Study Area

The study adopted a convergent mixed-methods design in which quantitative and qualitative data were collected concurrently, analysed separately and then merged during interpretation (Creswell & Creswell, 2023). The quantitative strand used a cross-sectional survey design, which allowed associations between parental provision of materials and reading performance to be examined without manipulating variables. The qualitative strand used a grounded theory approach to generate context-specific explanations of how parents provided learning materials. The study was conducted in Rarieda Sub-County, Siaya County, in Western Kenya, an area of about 644 km² bordering Lake Victoria, with a population of 152,570 (2019 census) whose livelihoods depend largely on fishing and subsistence farming. The sub-county has 124 primary schools, most of which host junior school wings under the CBE.

3.2 Population, Sample and Sampling

The target population comprised 2,952 Grade Seven learners, an equal number of parents and 124 teachers of English, a total of 6,150. Using Nassiuma's (2000) formula with a coefficient of variation of 25% and a standard error of 5%, a sample of 21 junior schools was obtained. Schools were stratified by the six education zones (Owimbi, Ndigwa, Manyuanda, Mahaya, Nyilima and Nyayiera) and selected proportionately by simple random sampling. The learners' sample was determined using Yamane's (1967) formula, giving 347 learners, who were selected through stratified and simple random sampling; 347 parents were selected in the same way. Twenty-one teachers of English, one per sampled school, were selected purposively as key informants. Table 1 summarises the sample and response rate.

Table 1

Sample Size and Response Rate of Research Instruments

Category	Target population	Sampling technique	Sample	Returned	Response rate
Learners	2,952	Stratified & simple random	347	324	93.4%
Parents	2,952	Stratified & simple random	347	311	89.6%
Teachers of English	124	Purposive	21	19	90.5%
Total	6,028		715	654	91.5%

Note. The 21 sampled schools were drawn from 124 junior schools. Response rates above 70% are considered very good for analysis (Babbie, 2010; Mugenda & Mugenda, 2003).

3.3 Research Instruments, Validity and Reliability

Data were collected using a learners' questionnaire, a parents' questionnaire, a semi-structured interview guide for teachers of English and a document analysis guide. The provision-of-materials section of each questionnaire contained items rated on a five-point scale: 5 = Always, 4 = Often, 3 = Sometimes, 2 = Rarely and 1 = Never. The document analysis guide captured learners' reading performance from school assessment records on five indicators (reading

fluency, comprehension, vocabulary development, pronunciation and general reading performance), classified under the CBE grading system as Below Expectation (BE, 0–49%), Approaching Expectation (AE, 50–69%), Meeting Expectation (ME, 70–89%) and Exceeding Expectation (EE, 90–100%).

Face and content validity were established through expert review by two university supervisors, and the instruments were piloted in two junior schools that did not take part in the main study. Internal consistency was assessed using Cronbach's alpha and the split-half technique in SPSS version 25. The parental provision of materials scale (10 items) returned $\alpha = .824$, above the recommended threshold of .70. Trustworthiness of the qualitative data was enhanced through triangulation of data sources, member checking with teachers and peer debriefing (Lincoln & Guba, 1985).

3.4 Data Analysis

Quantitative data were coded and analysed in SPSS. Descriptive statistics (frequencies, percentages, means and standard deviations) were used to describe the level of parental provision of materials and learners' reading performance. To estimate the strength of the influence, a regression model was fitted with reading performance as the dependent variable and the level of parental provision of learning materials (five levels, Never to Always, entered as four dummy variables with "Never" as the reference category) as the predictor:

$$Y = \beta_0 + \beta_1 D_r + \beta_2 D_s + \beta_3 D_o + \beta_4 D_a + \varepsilon$$

where Y is the learner's reading performance score; D_r , D_s , D_o and D_a are dummy variables for learners whose parents provided materials rarely, sometimes, often and always respectively; β_0 is the mean reading score of learners whose parents never provided materials; β_1 to β_4 are the differences in mean reading performance relative to that reference group; and ε is the error term. The hypothesis was then tested using one-way ANOVA, which compares variability in reading performance between the five provision groups with variability within them. A p -value below .05 led to rejection of the null hypothesis. Effect size was reported as eta squared (η^2) and omega squared (ω^2). Qualitative data from teacher interviews were transcribed, coded in NVivo and analysed thematically, and the results were integrated with the quantitative findings.

3.5 Ethical Considerations

Approval was obtained from The Catholic University of Eastern Africa and a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). Permission was also sought from the County Director of Education, Siaya, and the heads of sampled schools.

Informed consent was obtained from parents and teachers, and assent from learners. Participation was voluntary, responses were anonymised and data were stored securely.

4. Results and Discussion

4.1 Demographic Characteristics

Of the 324 learners, 51.54% were male and 48.46% female, and their ages ranged from 11 to 14 years ($M = 12.17$, $SD = 0.52$). Of the 311 parents, 57.88% were female. Most parents (45.66%) were aged 31–40 years; 42.12% had secondary education and 29.26% had at most primary education, while only 9.65% had university education. Nearly half (47.59%) earned below KSh 20,000 per month and only 4.82% earned KSh 100,000 or more. The predominance of low-income households is important for interpreting parents' capacity to provide learning materials.

4.2 Level of Parental Provision of Learning Materials

Learners and parents rated parents' provision of learning materials on the five-point scale. Table 2 presents learners' responses and Table 3 presents parents' responses. Means were interpreted as follows: 1.00–1.80 very low, 1.81–2.60 low, 2.61–3.40 moderate, 3.41–4.20 high and 4.21–5.00 very high.

Table 2

Learners' Responses on Parental Provision of Learning Materials (n = 324)

Statement	A (5)	O (4)	S (3)	R (2)	N (1)	M	SD
My parents provide me with reading materials (e.g., magazines)	48 (14.8)	79 (24.4)	103 (31.8)	67 (20.7)	27 (8.3)	3.17	1.16
My parents help me with reading assignments	62 (19.1)	91 (28.1)	96 (29.6)	51 (15.7)	24 (7.4)	3.36	1.17
My parents supervise my work	57 (17.6)	88 (27.2)	94 (29.0)	58 (17.9)	27 (8.3)	3.28	1.19
My parents encourage me to read books at home	71 (21.9)	102 (31.5)	85 (26.2)	47 (14.5)	19 (5.9)	3.49	1.16
I enjoy reading English story books at home	66 (20.4)	95 (29.3)	90 (27.8)	49 (15.1)	24 (7.4)	3.40	1.18
Composite mean						3.34	

Note. Figures are frequencies with percentages in parentheses. A = Always, O = Often, S = Sometimes, R = Rarely, N = Never. Standard deviations were computed from the frequency distributions.

Table 2 shows that parental provision of learning materials, as reported by learners, was moderate (composite $M = 3.34$). The lowest-rated item was the provision of reading materials such as magazines ($M = 3.17$): 70.98% of learners said their parents provided such materials at least sometimes, but 29.01% said they rarely or never did. Encouragement to read books at home was rated highest ($M = 3.49$), with 53.39% of learners reporting that this happened often or always. The pattern suggests that parents more readily offered encouragement, which costs nothing, than supplementary reading materials, which must be purchased. The relatively large standard deviations (1.16–1.19) indicate substantial variation between households, meaning that some learners had far more access to materials and support than others.

Table 3

Parents' Responses on Provision of Learning Materials (n = 311)

Statement	A (5)	O (4)	S (3)	R (2)	N (1)	M	SD
I provide my child with reading materials at home	49 (15.8)	78 (25.1)	96 (30.9)	60 (19.3)	28 (9.0)	3.19	1.18
My child has access to and uses English textbooks and class readers	61 (19.6)	94 (30.2)	82 (26.4)	51 (16.4)	23 (7.4)	3.38	1.19
I buy stationery required for reading and writing activities	72 (23.2)	98 (31.5)	75 (24.1)	45 (14.5)	21 (6.8)	3.50	1.19
I encourage my child to use reading materials regularly	83 (26.7)	102 (32.8)	68 (21.9)	39 (12.5)	19 (6.1)	3.61	1.18
My home environment supports reading activities	64 (20.6)	91 (29.3)	82 (26.4)	51 (16.4)	23 (7.4)	3.39	1.19
Composite mean							3.41

Note. Figures are frequencies with percentages in parentheses. Means and standard deviations were computed from the frequency distributions.

Parents' responses (Table 3) closely mirrored those of learners, which strengthens confidence in the findings. Parents rated their provision slightly higher (composite $M = 3.41$), bordering on the high category. Encouraging the child to use reading materials regularly ($M = 3.61$) and buying stationery ($M = 3.50$) were rated highest, whereas providing reading materials at home was rated lowest ($M = 3.19$), with 28.3% of parents admitting that they rarely or never did so. Thus parents were more consistent in meeting basic school requirements such as exercise books and pens than in supplying supplementary reading texts that would extend reading practice beyond the classroom. This agrees with Kanyi et al. (2025), who reported a gap between parents' recognition of the importance of learning materials and learners' actual access to them, and with Ssali (2023), who documented wide disparities in parents' provision of scholastic materials.

4.3 Grade Seven Learners' Reading Performance

Table 4 presents learners' reading performance obtained from school assessment records in the 21 sampled schools.

Table 4

Grade Seven Learners' Reading Performance by Indicator (n = 324)

Reading indicator	BE (0–49%)	AE (50–69%)	ME (70–89%)	EE (90–100%)
Reading fluency	67 (20.68)	139 (42.90)	89 (27.47)	29 (8.95)
Comprehension level	73 (22.53)	145 (44.75)	82 (25.31)	24 (7.41)
Vocabulary development	70 (21.60)	141 (43.52)	86 (26.54)	27 (8.33)
Pronunciation	61 (18.83)	137 (42.28)	93 (28.70)	33 (10.19)
General reading performance	69 (21.30)	143 (44.14)	85 (26.23)	27 (8.33)

Note. Frequencies with percentages in parentheses. BE = Below Expectation; AE = Approaching Expectation; ME = Meeting Expectation; EE = Exceeding Expectation.

Most learners were approaching expectation on every indicator. In general reading performance, 44.14% were approaching expectation and 21.30% were below expectation, so 65.44% had not yet attained the expected Grade Seven standard; only 8.33% exceeded expectation. Comprehension was the weakest area, with 67.28% of learners below or approaching expectation. These records corroborate the low proficiency reported by KNEC (2025) for the sub-county and confirm that reading performance is a genuine concern.

4.4 Regression Analysis

A regression model was fitted to estimate how much of the variation in learners' reading performance was explained by the level of parental provision of learning materials. Table 5 presents the model summary.

Table 5

Model Summary: Parental Provision of Learning Materials and Reading Performance

Model	R	R ²	Adjusted R ²	Std. error of the estimate
1	.782 ^a	.611	.606	2.652

Note. ^aPredictors: (Constant), level of parental provision of learning materials (four dummy variables; reference = Never).
Dependent variable: reading performance.

The correlation between parental provision of learning materials and reading performance was strong and positive ($R = .782$). The coefficient of determination ($R^2 = .611$) indicates that differences in the level of parental provision of learning materials accounted for 61.1% of the variance in Grade Seven learners' reading performance; the remaining 38.9% is attributable to factors not included in the model, such as teaching quality, learners' attitudes and other forms of parental engagement. The adjusted R^2 of .606 shows that the model retains almost all its explanatory power after adjusting for the number of predictors, indicating a stable model. Table 6 presents the analysis of variance for the regression model.

Table 6

ANOVA for the Regression Model

Model	Sum of squares	df	Mean square	F	Sig.
Regression	3528.272	4	882.068	125.390	< .001
Residual	2244.034	319	7.035		
Total	5772.306	323			

Note. Dependent variable: reading performance. Predictors: (Constant), level of parental provision of learning materials.

The regression model was statistically significant, $F(4, 319) = 125.39$, $p < .001$, which indicates that the level of parental provision of learning materials reliably predicts learners' reading performance and that the model fits the data better than a model with no predictors. Table 7 presents the regression coefficients.

4.5 Test of Hypothesis Using One-Way ANOVA

The null hypothesis (H_{01}) stated that there is no statistically significant influence of parental provision of learning materials on Grade Seven learners' performance in reading. It was tested using one-way ANOVA, comparing mean reading performance across the five levels of parental provision. The results are presented in Table 7.

Table 7

One-Way ANOVA: Influence of Parental Provision of Learning Materials on Reading Performance

Source	Sum of squares	df	Mean square	F	Sig.	η^2	ω^2
Between groups	3528.272	4	882.068	125.390	< .001	.611	.606
Within groups	2244.034	319	7.035				
Total	5772.306	323					

The ANOVA results show a statistically significant difference in reading performance across the five levels of parental provision of learning materials, $F(4, 319) = 125.39$, $p < .001$. Since the p -value was below .05, the null hypothesis was rejected. The study therefore concluded that there is a statistically significant influence of parental provision of learning materials on Grade Seven learners' performance in reading in junior schools in Rarieda Sub-County. The between-groups mean square (882.07) was more than 125 times the within-groups mean square (7.04), showing that the differences between groups of learners with different levels of provision were far larger than the differences among learners within each group. The effect size was large ($\eta^2 = .611$; $\omega^2 = .606$), exceeding Cohen's (1988) benchmark of .14 for a large effect. The ANOVA therefore confirms the regression findings: learners whose parents provided learning materials more consistently performed significantly better in reading.

4.6 Qualitative Findings

Interviews with the 19 teachers of English yielded four themes on the extent to which parents provided learning materials: (a) *partial provision*, in which parents supplied basic items such as exercise books and pens and only occasionally storybooks; (b) *limited provision due to financial constraints*; (c) *adequate provision* by a small group of parents who supplied textbooks,

storybooks and other reading resources; and (d) *reliance on school resources* by learners who received little from home. Partial provision was the most frequently cited theme, followed by financial constraints, while adequate provision was reported by relatively few teachers. One teacher summarised the situation as follows:

“The extent to which parents provide learning materials differs from one household to another. Some parents provide textbooks, exercise books, stationery, and occasionally storybooks to support learning. However, many parents face economic challenges that limit their ability to purchase additional reading resources; therefore, some learners depend mainly on school-provided materials to improve their reading skills.” (Teacher 4)

Another teacher observed that “many parents made an effort to provide exercise books, pens and other basic requirements, although the provision of reading books was not common in every household,” while a third linked access directly to practice: “Learners who had storybooks and textbooks at home were more exposed to reading because they could practise even after school.” These accounts converge with the quantitative findings. They explain why supplementary reading materials received the lowest ratings in Tables 2 and 3, and why learners with more consistent provision performed better: materials at home create additional opportunities to practise reading beyond the classroom.

4.7 Discussion

The finding that parental provision of learning materials significantly influenced reading performance is consistent with Georgiou (2023), who established that access to literacy resources predicted reading outcomes among upper-grade learners even after controlling for parents’ education. It also agrees with Ssali (2023) in Uganda, who found a significant positive relationship between parents’ provision of scholastic materials and academic performance, and with Tabaro et al. (2024) in Rwanda, who linked the lack of English reading materials to poor English performance. The present study, however, found a considerably stronger association ($R^2 = .611$) than the moderate correlation reported by Ssali ($r = .461$). This may be because the present study focused specifically on reading, an outcome that depends directly on access to texts, rather than on general academic performance.

The dominance of partial provision and the low ratings for supplementary reading materials reflect the economic profile of the respondents, nearly half of whom earned below KSh 20,000 a month. This mirrors the findings of Kanyi et al. (2025) in West Pokot and Ameyaw (2022) in Ghana, where limited access to storybooks constrained learners’ reading behaviour. The results support Epstein’s (2002, 2018) framework: when parents fulfil the parenting and learning-at-home roles by equipping the home for reading, the school’s literacy work is extended and learners benefit. The framework’s assumption that families can support learning when given

appropriate guidance and resources is also relevant, since many parents in the study appeared willing but lacked the means. This suggests that schools and the community have a role in bridging the resource gap.

5. Conclusion and Recommendations

The study concludes that parental provision of learning materials is a significant determinant of Grade Seven learners' reading performance in junior schools in Rarieda Sub-County. Provision was moderate and uneven: parents were more consistent in buying stationery and encouraging reading than in supplying supplementary reading texts, largely because of financial constraints. The level of provision explained about 61% of the variance in reading performance, and learners whose parents provided materials more consistently performed significantly better. Access to textbooks, class readers and storybooks at home therefore gives learners the practice they need to consolidate reading skills taught in class.

Based on these findings, the study recommends that:

- (i) **Parents** should prioritise the provision of age-appropriate reading materials, including class readers, storybooks and newspapers, and create a regular time and space for reading at home, recognising that low-cost options such as borrowing and exchanging books can extend access.
- (ii) **Junior schools** should strengthen classroom and school libraries and introduce book-lending and book-exchange schemes that allow learners to take reading materials home, particularly for learners from low-income households.
- (iii) **School management and parents' associations** should hold regular sensitisation forums to show parents the link between home reading materials and reading performance and to guide them on affordable materials that support the CBE English curriculum.
- (iv) **The Ministry of Education and county government** should increase the supply of supplementary readers to junior schools in low-income areas such as Rarieda and support community reading centres.

Future studies could examine how household socio-economic status moderates the relationship between parental provision of materials and reading performance, and could test the effectiveness of school-based book-lending interventions using experimental designs.

REFERENCES

- Abuya, B., Mutege, F., & Oketch, M. (2022). Parental involvement and literacy outcomes in multilingual contexts: Evidence from Kenya. *International Journal of Educational Development*, 88(3), 102–115.
- Aina, A. J., Ogunleye, A. A., & Adeyemi, T. O. (2023). Social network use, peer influence and parental involvement as predictors of reading habits among secondary school students in Osun State, Nigeria. *Library Philosophy and Practice*, 2023, 1–24.
- Ameyaw, S. K. (2022). Influence of reading behaviour among students in two junior high schools in Ghana. *African Educational Research Journal*, 10(2), 123–132.
- Babbie, E. (2010). *Research methods for the social sciences* (6th ed.). Wadsworth Cengage Learning.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Lawrence Erlbaum Associates.
- Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). Sage.
- Epstein, J. L. (2002). *School, family, and community partnerships: Your handbook for action* (2nd ed.). Corwin Press.
- Epstein, J. L. (2018). *School, family, and community partnerships: Preparing educators and improving schools* (3rd ed.). Routledge.
- Georgiou, G. K. (2023). Home literacy environment and children's reading and spelling performance in upper grades. *Reading and Writing Quarterly*, 39(4), 311–327.
- Gorta, M. (2021). Family resources and literacy achievement among Turkish learners. *Educational Studies*, 47(6), 812–828.
- Harris, A. (2023). School-family partnerships and educational equity in marginalized communities. *Educational Leadership Review*, 24(1), 44–59.
- Kim, E. M., & Sheridan, S. M. (2021). Foundational aspects of family-school connections and children's academic outcomes. *Educational Psychologist*, 56(2), 95–113.
- Kimathi, P. (2023). Parental role construction and teacher invitations in children's reading: Evidence from Meru County, Kenya. *Kenya Journal of Educational Research*, 12(1), 77–92.
- Kulmala, P., Niemi, H., & Laaksonen, A. (2024). Home literacy environment and reading achievement in Finland. *Scandinavian Journal of Educational Research*, 68(2), 215–229.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage.
- Mugenda, O. M., & Mugenda, A. G. (2003). *Research methods: Quantitative and qualitative approaches*. ACTS Press.
- Nassiuma, D. K. (2000). *Survey sampling: Theory and methods*. University of Nairobi Press.
- OECD. (2023). *PISA 2022 results: The state of learning and equity in education*. OECD Publishing.
- Osabinyi, J., & Ong'ang'a, P. (2023). Parental participation and literacy achievement in Kenya's competency-based curriculum. *Kenya Educational Review*, 14(2), 88–104.
- Pada, R. (2024). Parental involvement in the development of reading proficiency among Grade 7 students in the Philippines. *Asia Pacific Journal of Education*, 44(1), 88–104.

- Senechal, M. (2023). Shared reading and literacy development among school-age children. *Reading Research Quarterly*, 58(2), 210–228.
- Tabaro, J., Uwimana, A., & Mukamana, D. (2024). English reading materials and learners' English language performance in lower secondary schools in Rwanda. *Rwanda Journal of Education*, 7(1), 55–73.
- UNESCO. (2022). *Global education monitoring report 2022*. UNESCO Publishing.
- Wasanga, P. M. (2020). English language and academic achievement in Kenya's competency-based curriculum. *Kenya Institute of Curriculum Development Journal*, 4(1), 22–36.
- Wekesa, J. (2022). Planning for instructional resources and academic performance in upgraded extra county schools in Western Kenya. *International Journal of Educational Administration*, 11(3), 89–103.
- World Bank. (2020). *Realizing the future of learning: From learning poverty to learning for everyone, everywhere*. World Bank.
- Yamane, T. (1967). *Statistics: An introductory analysis* (2nd ed.). Harper and Row.