

Family-school-community partnerships as a catalyst for sustainable development in Kenyan basic education

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ABSTRACT

The article explores the potential for family-school-community partnerships to drive sustainable basic education outcomes in Kenya. It uses document analysis of a purposively delimited collection of contemporary scholarly literature relevant to the four areas of parental engagement, school-community partnership, learner support, and sustainable basic education. The analysis was anchored in Epstein's Overlapping Spheres of Influence Theory, which explains learner outcomes as emerging from the interaction of family, school, and community influences. A systematic source-identification process located 58 records and retained seven article documents for analysis. The evidence indicates that reciprocal, structured, and inclusive partnerships enhance learner participation, academic support, retention, attendance, early-childhood engagement, school-community alignment, and sustainable-development-oriented learning. In Kenya, evidence shows that parent education, income, provision for academic resources, headteacher-led involvement, and family-based truancy impact learners. Institutional partnership routines and culturally responsive engagement in particular are additionally shown by regional and international evidence to enhance the standard of parent-school-community relationships. The article suggests that schools should recognise families and communities as co-producers of sustainable development in basic education, as being producers of learning, welfare, inclusion, and relevance. It suggests structured communication, partnership planning by the headteacher, educating parents, community-related learning initiatives, partnership indicators, and focused support to low-income households.

Keywords: Basic Education; Community Engagement; Family-School Partnerships; Kenya; Learner Support; Sustainable Development

I. INTRODUCTION

Sustainable development in basic education requires more than curriculum reform, infrastructure, and classroom teaching. Epstein (2011) states that children's learning is impacted by the interplay of several influences from families, schools, and communities. Gitonga et al. (2026) show that parental engagement in Kenya is shaped by household and caregiver factors, Ingosi et al. (2024) demonstrate the importance of parent-provided academic tools. Mario and Amunga (2024) connect family-related truancy with learner performance. In Kenya, the sustainability of basic education is thus partly dependent on the extent of collaboration between the value of home, school, and community environments that promote learner attendance, motivation, well-being, the continuation of the language of instruction, values, and safe learning spaces, study skills, and access to learning inputs.

The first key variable in this article is the family-school-community partnership. The theory on partnerships is based on overlapping responsibility between caregivers, teachers, schools, and the community (Epstein, 2011). However, as described by Delgado-Galindo et al. (2024), the nature of the parent-school-community relationships varies across levels of school effectiveness, and as shown by Pusztai et al. (2025), the strategies for school-community partnerships can influence parent engagement. Partnership is therefore more than calling parents in for meetings, or only when there is a fee, or when disciplinary actions are necessary, or when examination results fall short. This includes two-way communication, collaborative problem solving, academic entitlements, community resourcing, and respect for family understandings and limitations.

Partnership scholarship distinguishes being present at school from being engaged in learning. Goodall and Montgomery (2014) placed involvement and engagement on a continuum, with deeper engagement occurring when parents participate in and influence their children's learning rather than merely attend school-organised events. Hornby and Lafaele (2011) also showed that participation is shaped by interacting parent, child, family, school, and societal

barriers. For Kenyan schools, this distinction shifts attention from counting meeting attendance to examining whether communication, trust, and joint decisions improve support for the learner.

The second key variable is sustainable development in basic education. Sustainability in this article is defined as education for equity, continuity, for wellbeing of learners, for inclusion, for learner retention, for learner growth, for skills, and for relevance in community life. Lunga (2024) links parent-teacher partnership to education for sustainable development in early childhood learning. Mutune et al. (2024) show that headteacher-facilitated parental involvement affects student retention. Pusztai et al. (2025) also demonstrate how institutional partnership routines influence involvement. Sustainable basic education must therefore lower unnecessary school dropouts, meet the needs of vulnerable learners, link the curriculum to their experiences, and enable children to learn in both school and home/community environments.

The third value variable is “learner outcome”. Learner Outcomes are not restricted to the results of examinations. Attainment, behaviour, religiosity, participation, access to school resources, early school readiness, developing reading habits, completing assignments and jobs, wellbeing, and confidence in learning. Kenyan studies indicate that learner engagement and performance is influenced by various factors such as parents' education, family income, academic resources provided, truancy issues at home, and parental involvement through the headteacher. (Gitonga et al., 2026; Ingosi et al., 2024; Mario & Amunga, 2024; Mutune et al., 2024). These findings illustrate how family and school factors work in real life.

Evidence also indicates that different forms of involvement are not equally related to outcomes. Meta-analyses and reviews found positive overall associations, but stronger effects were often linked to expectations, academic socialisation, communication, and learning-oriented support than to generic school attendance or intensive homework control (Boonk et al., 2018; Castro et al., 2015; Hill & Tyson, 2009; Wilder, 2014). Barger et al. (2019) further connected parental involvement with academic, social, and emotional adjustment, while Wang and Sheikh-Khalil (2014) reported relevance to both achievement and mental health in secondary schooling. Sustainable partnership should therefore be judged by the quality and developmental appropriateness of support, not by its frequency alone.

Partnerships play a crucial role with regard to competency-based learning. In competency learning, learners extend and apply knowledge outside of the classroom, use local resources, complete projects, and problem-solving, and communication and collaboration are planned for. According to Gitonga et al. (2026) and Ingosi et al. (2024), home environments and learning materials are also significant for engagement and achievement. Lunga (2024) shows the benefits of parent-teacher partnership in the context of sustainable-development learning, while Mutune et al. (2024) show the relevance of school leadership towards parental engagement and retention. Partnerships can thus take measures to minimise home-school gaps, such as communicating the expectations of learning to caregivers, identifying learners who need support, mobilising community resources and designing local authentic links for school projects.

Differentiated approaches for partnerships are also needed in the Kenyan context. Gitonga et al. (2026) show that parental engagement is shaped by household and caregiver determinants, Ingosi et al. (2024) link academic tools to achievement, and Pusztai et al. (2025) show that institutional partnership practices influence parental involvement. Families vary in income, in language, in work schedule, in literacy, in distance from school, in confidence in school environments, and in their ability to provide school supplies. A consistent strategy of parent engagement can also inadvertently lead to the prioritisation of confident and well-resourced families and a diminished visibility of vulnerable learners. Sustainable partnerships should therefore pinpoint specific learner needs and provide adequate communication, support, follow-up, and community resources.

An equity perspective is equally necessary. Ishimaru (2019) argued that conventional engagement can preserve unequal relationships when schools define the agenda and invite families only to comply, whereas equitable collaboration shares knowledge, authority, and problem solving. Evidence on school and parent-organisation leadership also suggests that partnership capacity is actively built through inclusive structures rather than generated by goodwill alone (Povey et al., 2016). This is especially important where language, poverty, disability, work schedules, or prior experiences of exclusion affect which families can respond to standard school routines.

This article is warranted because there are still lots of school-community relationships that can easily be described as occasional or ceremonial. Delgado-Galindo et al. (2024) demonstrate that there are differences in relationship quality in highly effective schools, Lunga (2024) associates partnership with sustainable-development learning, Mutune et al. (2024) correlate headteacher-driven parental involvement with retention, and Pusztai et al. (2025) show that institutional partnership practices affect parental involvement. Schools may conduct meetings, organise committees, and contact parents during crises, though they do not necessarily have systematic partnership evidence such as attendance follow-up, access to learning materials, parent education sessions, documented support to vulnerable learners, or community-related curriculum projects. The article thus examines the current research for an understanding of how family-school-community partnerships can serve as a tangible force to bring about sustainable development of Kenyan basic education.

1.1 Statement of the Problem

Kenyan basic education is characterised by inequalities in access, retention, achievement, and out-of-school education support. Evidence shows that parental provision of academic tools affects academic achievement, while family-related truancy influences learner performance (Ingosi et al., 2024; Mario & Amunga, 2024). The impact of Headteacher-facilitated parental involvement also extends to retention (Mutune et al., 2024). But there are a lot of links between schools and communities that are still just for meetings, fees, discipline, or for emergency contacts. This limited engagement fails to use families and communities as learning partners.

The problem addressed in this article is whether family-school-community interaction can be designed as a mechanism for sustainable educational development rather than treated as a routine administrative function. The article addresses the problem by analysing contemporary academic readings on parental engagement/partnership practices, retention, academic resources, truancy, early learning and education with sustainable development approaches as a theme.

1.2 Research Objectives

- i. To explore the Relationship between family-school-community partnerships and sustainable development in Kenyan Basic Education
- ii. Analysis of contemporary peer-reviewed documentary evidence of partnership practices and learners' outcomes.
- iii. To suggest some effective family-school-community partnership solutions to the Kenyan basic education.

II. LITERATURE REVIEW

2.1 Theoretical Review

2.1.1 Epstein's Overlapping Spheres of Influence Theory

The study draws its base on Epstein's Overlapping Spheres of Influence (OSI) Theory, which posits that children's learning is influenced by the overlapping effects of families, schools, and communities (Epstein, 2011). It fits with this article, because the school is not alone responsible for the quality of the education. The family can impact attendance, routines, encouragement, values, and material support, while the school can impact its curriculum, pedagogy, assessment, and leadership, and the community can impact local relevance, mentoring, services, and safety.

The theory also encompasses a co-production approach to education. Parents are not just the recipients of the school's messages, and communities are not just out of the school's way. They have the ability to support with information, material, supervision, values, or experience and learning opportunities. Recent evidence supports this theoretical view. Pusztai et al. (2025) show that institutional family-school-community partnership practices influence parental involvement, while Delgado-Galindo et al. (2024) demonstrate differences in parent-school-community relationships between highly effective and low-effectiveness schools. The seizing of a theory is thus used to analyse partnership as a designed educational mechanism.

2.2 Empirical Review

2.2.1 Partnerships and Sustainable Basic Education

The Kenyan evidence indicates a clear link between family and school environment and sustainable learner outcomes. Gitonga et al. (2026) delineate factors determining parental engagement in early childhood education that include Household and caregiver factors. Ingosi et al. (2024) relate the provision of academic tools by parents to academic achievement. Mario and Amunga (2024) link family-related truancy to pupil performance, while Mutune et al. (2024) indicate that family involvement that goes through the headteachers has an impact on pupil retention. These studies suggest there is a need for the design of structured support to the conditions for the learner to attend, participate, and progress in the process of sustainable education.

Sustainable development in basic education also involves social and practical learning. Lunga (2024) shows that parent-teacher partnerships can enhance education for sustainable development in early childhood learning centres. Kenyan basic education is relevant to this because learning for sustainable development frequently involves practices outside the classroom, including hygiene, nutrition, environment, peace, responsible resource use, and local problem solving.

Broader synthesis research supports the relationship between family engagement and educational continuity, while cautioning against treating it as a uniform intervention. Castro et al. (2015), Barger et al. (2019), and Wilder (2014) reported positive overall associations with academic or broader adjustment, but the magnitude varied by the type of involvement and outcome measured. Hill and Tyson (2009) found that academic socialisation was particularly relevant during middle school, when direct supervision becomes less developmentally appropriate and learners require greater autonomy. Sustainable basic education therefore depends on matching partnership practices to the learner's stage and to the educational barrier being addressed.

2.2.2 Partnership Practices and Learner Outcomes

Partnership quality is important according to the literature. Partnerships are stronger if they are reciprocal, structured, inclusive, and target specific learner needs. Delgado-Galindo et al. (2024) find that higher- and lower-effectiveness schools have a distinct profile of parent-school-community relationship quality and organisation. In a similar vein, Puszta et al. (2025) demonstrate how parents' engagement is influenced by institutional practices in the context of majority and minority school settings. These findings indicate that parental involvement is not a result of purely parental intentions or volunteering, but also is affected by the way in which the school invites, arranges, facilitates, and monitors parental participation.

Reviewed evidence has also revealed that there are practical partnership outcomes in the areas of material academic supports, attendance monitoring, and retention follow-up. Ingosi et al. (2024) argue the critical role academic tools play, and Mario and Amunga (2024) highlight the relevance of family circumstances and parental involvement led by schools for attendance and retention. Therefore, support through partnership is measured through evidence of partnership, not by the number of meetings.

The evidence also shows that reciprocity and institutional design matter. Goodall and Montgomery (2014) located stronger engagement closer to shared responsibility for learning, and Ishimaru (2019) showed that equitable collaboration requires schools to recognise family and community knowledge rather than merely transmit instructions. Povey et al. (2016) linked leadership by schools and parent organisations to stronger partnership-building conditions. In Kenya, the practical implication is that communication should enable families to ask questions, identify barriers, and negotiate realistic actions, while schools remain accountable for the support they promise.

2.2.3 Practical Partnership Strategies for Kenyan Basic Education

The literature identifies strategies that are practicable in Kenyan schools. Gitonga et al. (2026) argue that there is a need for differentiated interventions since a caregiver and household type can influence parental involvement, and Ingosi et al. (2024) argue for a need to pay attention to learning instruments since learning instruments are related to achievement. Mario and Amunga (2024) and Mutune et al. (2024) agree with early-warning and retention follow-up due to the impact of the two factors on learners' outcomes: family-related truancy and headteacher-facilitated parental involvement. Delgado-Galindo et al. (2024) and Puszta et al. (2025) agree with partners' routine in structured partnership, while Lunga (2024) proposes community-linked learning for sustainable development. These practical strategies involve differentiated communication, parent orientation on home learning practices, early warning systems on attendance, dignified learning by pupils without academic tools, community resource mapping and school-community learning projects, termly reviews of proof of partnership, etc.

School leadership is central to these strategies. If there is no lead, partnerships may rely on individual teacher initiative or better-resourced parents. Headteachers can set up routines, allocate tasks, add in vulnerable households, log follow-up actions, and keep track of evidence of improvement. This aligns with the findings by Mutune et al. (2024) that parents' participation facilitated by the headteacher is important when it comes to retention.

Strategies must also be selected according to the intended outcome. Boonk et al. (2018) and Wilder (2014) showed that expectations, communication about learning, and supportive home environments are often more consistently beneficial than intrusive monitoring. Lara and Saracosti (2019) demonstrated that patterns of parental involvement are associated with different achievement profiles, and Jeynes (2012) found that programmes vary in efficacy according to their design. Accordingly, parent education should not prescribe one ideal family practice; it should offer feasible options for encouragement, routines, reading, attendance, resource access, and communication with teachers.

III. METHODOLOGY

3.1 Research Design

The study used document analysis as its primary analytic method. Document analysis was suitable since the article studied published basic education-related documents in the form of peer-reviewed articles, which were used to examine partnership practices and learner outcomes, as well as implications for sustainable basic education. A systematic review procedure was not used as the main analytic design, but it was used just to identify and screen the eligible sources.

3.2 Data Sources and Search Procedure

No primary data were collected. The secondary evidence base was a purposefully filtered set of pieces of recent academic research that were deemed to be directly relevant to the subject of family-school-community partnership, parental involvement, learner retention, academic achievement, truancy, community participation, and education for

sustainable development. Foundation theory-based literature was only used to anchor the interpretation, not as part of the document-analysis evidence corpus. Literature was searched through Scopus, Web of Science, ERIC, Google Scholar, ScienceDirect, SpringerLink, Taylor & Francis Online, Wiley Online Library, and DOAJ. Search terms were "family-school-community partnership", "parental involvement", "parental engagement", "Kenya", "basic education", "retention", "academic achievement", "truancy", "community participation" and "education for sustainable development".

Articles were included when they were scholarly journal articles directly addressing family-school-community partnerships, parental involvement, learner retention, academic resources, truancy, headteacher facilitation, or sustainable development in basic education, while duplicates, reports, policy papers, theses, inaccessible texts, and sources outside the delimited scholarly evidence base were excluded.

The seven retained articles constituted the coded document-analysis corpus shown in Figure 1 and Appendix A. Additional peer-reviewed studies were used as a comparative literature base during interpretation and discussion so that the Kenyan findings could be considered against meta-analytic, review, leadership, equity, and developmental evidence. These additional studies were not recoded as part of the seven-document corpus.

Systematic Source-Identification Flow Chart

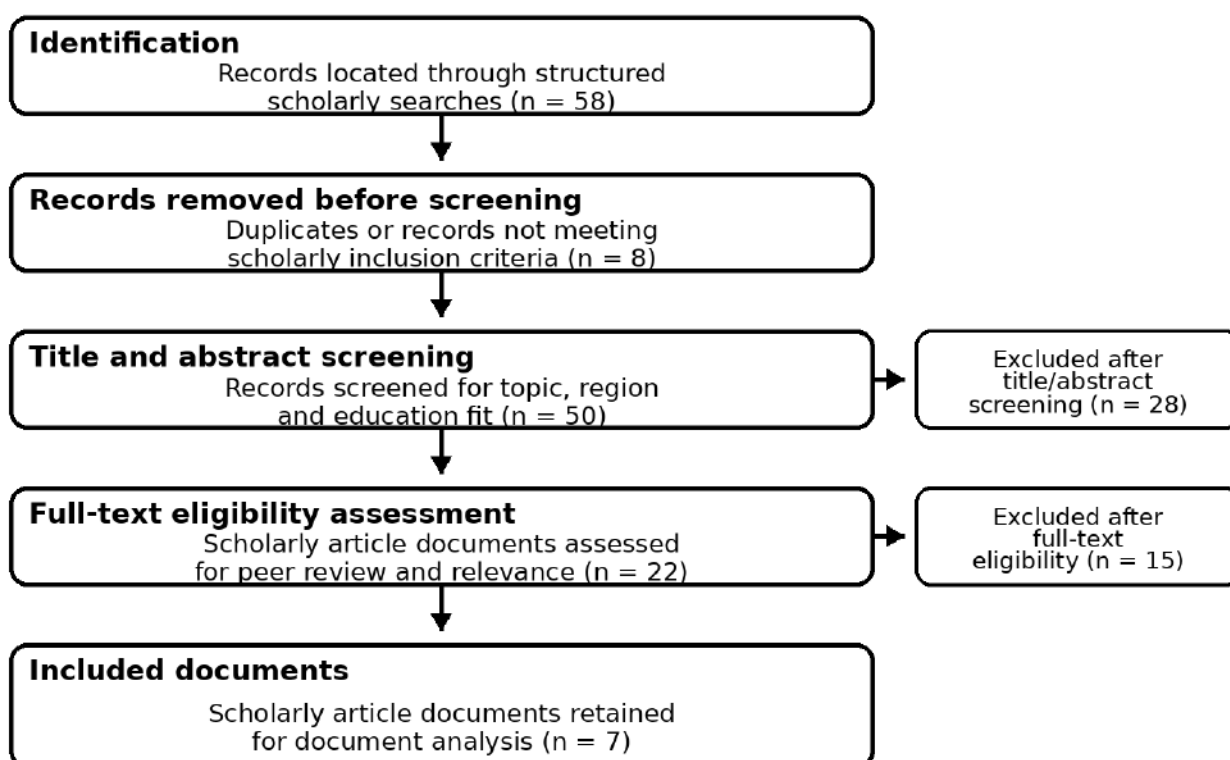


Figure 1
Systematic source identification flow chart.

3.3 Data Collection and Analysis Process

A systematic source-identification process resulted in the identification of 58 records. Eight records were excluded prior to screening for being duplicates or not meeting the scholarly inclusion criteria. Fifty records were screened by title and abstract for topic, country or regional relevance, and education fit. Twenty-eight records were excluded after screening, leaving 22 articles for detailed eligibility assessment. Fifteen articles were excluded at the eligibility level, and seven peer-reviewed journal articles were chosen for document analysis. This process is shown in Figure 2.

Document analysis was performed in three cycles: document profiling, evidence identification and across-document comparison, as shown in Appendix A. Article context, article focus, year of article, and relevance were profiled in the profiling cycle. Claims and outcomes were captured across the extraction cycle concerning elements of

parental engagement, academic tools, attendance, retention, school leadership, community participation, and learning for sustainable development. The comparison cycle classified recurring patterns under four headings – the engagement conditions, the material learning support, the attending and remaining and the institutional partnership practice.

3.4 Ethical Considerations and Conflict of Interest

This study relied on existing literature, and there was no personal data collected from learners, parents, teachers, or the school community. The author has no conflict of interest with regard to this manuscript.

IV. FINDINGS & DISCUSSION

4.1 Findings

4.1.1 Family-School-Community Partnerships and Sustainable Development

The primary aim was to explore the linkages between family-school-community partnerships and sustainable development for Kenyan basic education. The document analysis indicates that partnerships play a role in sustainability, establishing a link between learning, attendance, welfare, inclusion, and local contexts. Gitonga et al. (2026) show that parental engagement is shaped by household and caregiver determinants, while Ingosi et al. (2024) demonstrate the importance of academic tools. Sustainable education cannot be achieved without considering pro-arrival and enabling conditions in relation to learning opportunities and learners' ability to arrive at and take advantage of learning opportunities regularly.

Partnerships can also help facilitate learning for sustainable development. Lunga (2024) shows that parent-teacher collaboration can enhance education for sustainable development in early childhood learning contexts. In Kenyan basic education, that means schools are able to link lessons to issues in the community like hygiene, nutrition, environmental care, peace, responsible use of resources, and livelihoods. However, it is these connections that help to make the learning practical and create the notion that sustainable development is a shared responsibility endeavor.

The wider literature supports this sustainability argument but shows that partnership effects depend on what families and schools actually do. Castro et al. (2015), Barger et al. (2019), and Wilder (2014) reported broadly positive relationships with achievement and adjustment, yet Hill and Tyson (2009) found that developmentally appropriate academic socialisation was more useful for adolescents than direct homework surveillance. Sustainable partnership should therefore protect learner autonomy while maintaining expectations, encouragement, and access to support. This nuance is important for Kenyan competency-based learning, where learners must increasingly plan, investigate, and demonstrate knowledge beyond routine recall.

4.1.2 Documentary Evidence on Partnership Practices and Learner Outcomes

The second objective was to analyse documentary evidence on partnership practices and learner outcomes. This evidence demonstrates that parental participation is concrete, educational, and has measurable effects, and is not just a moral ideal. Gitonga et al. (2026) indicate that parental engagement depends on household and parent-related factors. Thus, schools should not just assume that non-participating parents are to blame, but rather develop engagement strategies that take time, income, literacy, distance, language and communication barriers into account.

A second clear evidence pattern was the material support. Ingosi et al. (2024) correlate the provision of academic tools by parents with academic performance. This does not imply that there should be a complete switch to household responsibility, especially since poor households have the weakest capacity to offer materials. Rather, recommends identification of learners lacking basic tools by schools and communities and mobilisation of dignified support. Sustainability of a partnership occurs when barriers to it are reduced and not just recorded.

A third pattern of evidence found was attendance and retention. Mario and Amunga (2024) link family-related truancy with academic performance, and Mutune et al. (2024) demonstrate that parental involvement facilitated by the headteacher creates an impact on student retention. The results indicate that attendance is not just a disciplinary problem, but should also be addressed as a relational problem, and a problem that requires support. The causes of absences, before major learning has been lost, can be detected through early-warning systems, caregiver dialogue and community support.

A fourth evidence pattern was the institutional practice. Delgado-Galindo et al. (2024) and Pusztai et al. (2025) demonstrate that effective partnership involves organised routines, roles, expectations and feedback. The weaker partnerships are when parents are contacted only in crisis, and offerings do not generate useful learning feedback during meetings. These are stronger when caregivers are explicitly informed about what they are doing well, what to do next, what actions they can take, and what actions the school will engage in next.

These documentary patterns are consistent with international evidence that involvement is multidimensional rather than uniformly beneficial. Boonk et al. (2018) showed that indicators such as expectations, communication, and learning support relate differently to achievement, while Wang and Sheikh-Khalil (2014) linked some forms of involvement to both academic and mental-health outcomes. At the same time, Hornby and Lafaele (2011) showed that

barriers arise from families, learners, schools, and wider social conditions, which challenges interpretations that blame caregivers for low participation. Kenyan partnership records should therefore document barriers and agreed support, not only whether a parent attended.

Equity also changes how institutional practice should be judged. Ishimaru (2019) cautioned that school-defined engagement can reproduce unequal authority, while Povey et al. (2016) showed that leadership structures can strengthen trust and coordinated participation. Effective practice should allow caregivers and community members to contribute knowledge about language, livelihoods, disability, safety, and household conditions, while the school retains professional responsibility for teaching and safeguarding. This makes partnership reciprocal without transferring the cost of educational provision to households with the least capacity.

4.1.3 Practical Partnership Strategies for Kenyan Basic Education

The third objective was to propose practical partnership strategies. The synthesis follows an implementation model that is based on four functions. One is learning support in which families and schools mutually arrange reading, homework, attendance, learning materials, and information feedback on students' progress. The second is wellbeing support, in which schools are able to connect with families and communities to address hunger, insecurities, truancy, family stress and other obstacles. The third is cultural and contextual support – communities support schools to connect projects with local reality. The fourth is accountability support, when caregivers and community players monitor the inclusivity and learner-centredness of school actions.

The model should be segmented based on learners' level and household conditions. There may be a need for caregiver orientation to routines, play-based learning, nutrition, and attendance for early-childhood learners. Reading support, material support, and attendance monitoring may be required in upper-primary. Project mentorship, career exposure and guidance for community-based learning might be necessary for junior school learners. What matters is not the quantity of meetings but whether they are the solution to learning and inclusion issues. The model should maintain teacher workload. The school can start with more manageable processes like termly learner support reviews, attendance alerts, learner support and learning notes for parents, community resources mapping, and recording of follow-up action for vulnerable learners. These routines are practical and build evidence of improvement without making schools a welfare agency. Therefore, Headteachers are expected to play a key role in the process to ensure partnership is not accidental but institutional.

The proposed model is strengthened by evidence that partnership programmes need clear purposes and differentiated designs. Jeynes (2012), Lara and Saracosti (2019), and Wilder (2014) demonstrated that outcomes vary across forms and intensity of involvement, so each school routine should be tied to a specific problem, indicator, and review point. Headteachers can, for example, distinguish between a communication intervention, an attendance-support plan, a learning-resource response, and a community-linked curriculum project. This separation improves accountability and prevents a high number of meetings from being mistaken for educational impact.

V. CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

In Kenyan basic education, family-school-community partnerships provide a hands-on strategy and catalyst for sustainable development and are a natural link between learning, wellbeing, retention, inclusion and local relevance. The literature reviewed demonstrates that parental engagement, academic-resource provision, headteacher-led involvement, attendance support and institutional partnership routines have an impact on learner outcomes. The article concludes that partnerships should be based on grounding in evidence, be inclusive and reciprocal, and be structured, not occasional and ceremonial. Families and communities play a co-productive role in education, where schools plan educationally significant engagements in relation to specific learner needs.

5.2 Recommendations

Schools should have a clear protocol for communicating and providing parents with useful and transparent information regarding learning, attendance, wellbeing and further action for support. Headteachers should ensure partnership planning is led, with follow-up actions documented, evidence reviewed and consideration given to the involvement of low-income families. Parent education sessions should include realistic support at home, in attendance, reading, learning resources, health, nutrition and encouragement. Community based learning projects must relate curriculum competencies to community sustainability issues like hygiene, environmental care, peace, resource use and livelihoods. Schools should also keep records of partnership indicators like attendance follow-up, provision of learning resources, participation of parents, documented support for vulnerable learners, mobilisation of community resources and how many were retained. Future studies should focus on the impact of specific partnership routines on attendance,

increased reading, completion of projects, wellbeing and retention in rural, urban and low-income communities, including input from students themselves about the supports they receive from families and communities.

Declaration of Interest

The authors declare that they do not have any known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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Appendix A

Table 1A

Source Extraction and Document-Analysis Coding Matrix

Data source and evidence focus	Extracted analytical evidence	Analytical code/theme	Interpretation for Kenyan basic education	Objective(s) addressed
Gitonga et al. (2026) Parental engagement in early childhood education in Kenya	Parental engagement is shaped by household and caregiver factors, including social and economic conditions.	Differentiated parental engagement; household conditions	Schools should not assume equal capacity among families; engagement strategies should vary by time, literacy confidence, income, distance, and communication barriers.	Obj. 1; Obj. 2; Obj. 3
Ingosi, Chepkwony & Kikechi (2024) Parental provision of academic tools and achievement	Parental provision of academic tools is linked to learner achievement.	Material learning support; academic resource provision	Partnerships should identify learners without essential learning materials and mobilise support in a targeted and dignifying way.	Obj. 1; Obj. 2; Obj. 3
Mario & Amunga (2024) Family-related truancy and academic performance	Family-related influences learner performance in public primary schools.	Attendance; retention risk; family conditions	Attendance should be treated as an early-warning issue requiring caregiver dialogue and community support, not only discipline.	Obj. 1; Obj. 2; Obj. 3
Mutune, Okoth & Mugambi (2024) Headteacher-facilitated parental involvement and retention	Headteacher-led parental involvement affects student retention.	School leadership; retention support; partnership planning	Headteachers should lead structured partnership systems, assign roles, follow up actions, and ensure vulnerable households are included.	Obj. 1; Obj. 2; Obj. 3
Lunga (2024) Parent-teacher partnerships and education for sustainable development	Parent-teacher collaboration can enrich sustainable-development-oriented learning in early childhood education.	Sustainability learning; home-school curriculum connection	Partnerships can extend learning into hygiene, nutrition, environmental care, peace, local livelihoods, and responsible use of resources.	Obj. 1; Obj. 3
Delgado-Galindo, Torres-Gordillo & Rodriguez-Santero (2024) Parent-school-community relationships in effective schools	Highly effective and low-effectiveness schools differ in the quality and organisation of parent-school-community relationships.	Institutional relationship quality; school effectiveness; partnership routines	Partnership quality depends on routines, roles, feedback, trust, and structured communication rather than occasional meetings alone.	Obj. 1; Obj. 2; Obj. 3
Pusztai et al. (2025) Institutional partnership practices and parental involvement	Institutional family-school-community partnership practices shape parental involvement across majority and minority contexts.	Institutional practice; inclusion; partnership design	Schools should design partnership practices deliberately so that parental involvement does not depend only on parental confidence or goodwill.	Obj. 1; Obj. 2; Obj. 3

Note. Obj. 1 = analyse how family-school-community partnerships relate to sustainable basic education; Obj. 2 = analyse contemporary scholarly article documents at the level of partnership practices and learner outcomes; Obj. 3 = suggest feasible partnership strategies for Kenyan basic education.

Table 1B*Thematic Data Analysis and Document Synthesis Matrix*

Analytical theme	Supporting source pattern	Cross-document evidence pattern	Interpretive finding	Suggested indicator or output
Differentiated parental engagement	Gitonga et al.; Ingosi et al.; Pusztai et al.	Family participation is shaped by household conditions, institutional practices, material capacity, and communication quality.	Equitable partnership requires differentiated engagement, not a uniform expectation that all caregivers participate in the same way.	Caregiver contact profile; flexible communication plan; parent orientation records; follow-up logs for families needing additional support.
Material learning support	Ingosi et al.; Gitonga et al.	Learners' access to tools and home learning support affects achievement and participation.	Resource gaps should be addressed through targeted school-family-community support rather than by blaming households.	Resource-support register; identified learner needs; community mobilisation log; evidence of materials provided and used.
Attendance, truancy, and retention	Mario & Amunga; Mutune et al.	Family-related truancy and headteacher-facilitated parental involvement are linked to learner performance and retention.	Partnerships should function as early-warning and retention systems that identify reasons for absence before learning loss deepens.	Attendance alerts; caregiver conferences; action plans for repeated absence; retention tracking by term.
Headteacher-led institutional partnership practice	Mutune et al.; Delgado-Galindo et al.; Pusztai et al.	Effective partnerships depend on leadership, routines, role allocation, feedback, and institutional design.	Family-school-community partnership is a management responsibility as well as a relational practice.	Termly partnership plan; assigned teacher roles; meeting minutes with action items; follow-up evidence; inclusion of low-income households.
Community relationship quality	Delgado-Galindo et al.; Pusztai et al.	Effective schools organise stronger parent-school-community relationships than lower-effectiveness schools.	Community engagement should move beyond ceremonies and committees toward practical support, trust, feedback, and shared problem solving.	Community resource map; mentorship contacts; local support partnerships; documented contribution to learner support and curriculum projects.
Sustainable-development-oriented learning	Lunga; Gitonga et al.; Delgado-Galindo et al.	Partnerships can connect learning to sustainability concerns and real community practices.	Sustainable development in basic education becomes more practical when families and communities act as co-producers of learning, wellbeing, inclusion, and local problem solving.	Community-linked projects; evidence of home/community application; learner project artefacts; school review of sustainability learning outcomes.

Note. This table can shows how document-level evidence was converted into partnership themes and practical indicators.