PARENT-RELATED INFLUENCE ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KANGUNDO SUB-COUNTY, KENYA

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A Research Thesis Submitted in Fulfillment of the Requirements for the Award of the Degree of Master of Education in Educational Administration and Planning of South Eastern Kenya University

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DECLARATION

I understand that plagiarism is an offence and I therefore declare that this project is my original work and has not been presented to any other institution for any other award.

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DEDICATION

In loving memory, I dedicate this project to my late father Mr. Ngangi Kilii who empowered me to pursue education without relenting.

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ABBREVIATIONS AND ACRONYMS

ANOVA	**:**	Analysis of Variance
BOM	**:**	Board of Management
BPS	**:**	Board of Postgraduate Studies
CFPS	**:**	China Family Panel Studies
DCC	**:**	Deputy County Commissioner
ESSA	**:**	Every Student Succeeds Act
IRB	**:**	Institutional Review Board
KCSE	**:**	Kenya Certificate of Secondary Education
KCPE	**:**	Kenya Certificate of Primary Education
KNEC	**:**	Kenya National Examination Council
MDG	**:**	Millennium Development Goal
MOE	**:**	Ministry of Education
NACOST	**:**	National Commission for Science and Technology Innovation
NAEP	**:**	National Assessment of Educational Progress
NCES	**:**	National Centre for Education Statistics
NCLB	**:**	No Child Left Behind
NLSY	**:**	National longitudinal Survey of Youth
PA	**:**	Parents' Association
PAC	**:**	Parent Association Chairpersons
PISA	**:**	Programme for International Students' Assessment
SAP	**:**	Structural Adjustment Programs
SDE	**:**	Sub-county Director of Education
SDG	**:**	Sustainable Development Goal
SEKU	**:**	South Eastern Kenya University
SPSS	**:**	Statistical Package for Social Sciences
UBC	**:**	Universal Basic Education
UNCRC	**:**	United Nation Convention on Rights of a Child
UNESCO	**:**	United Nations Educational Scientific and Cultural Organization
UNICEF	**:**	United Nations International Children's Emergency Fund

USA **:** United States of America

OPERATIONAL DEFINITION OF TERMS

Academic Performance: Is the ability to study and remember facts and being able to communicate the knowledge verbally or in writing. In this study, it refers to students' performance at Kenya Certificate of Secondary Education (KCSE).

Parent: Is the person legally entitled to custody of a learner, or the person who undertakes to fulfill the obligations of a parent with regard to the learner's education.

Parent related influence: Refer to increase or decrease in students' academic performance due to their parents': level of education, level of income, role in monitoring learning activities and family type.

Parent level of education: Refers to educational attainment of parents.

Parental level of income: Refers to the level of disposable income of a parent available for supporting the academic enterprise of the children.

Monitoring learning activities: Refers to parent's role in attending to child's school and home activities that support learning processes.

Single parent family type: Refers to family structure headed by one parent.

Public school: Refers to a post primary education institution in Kenya funded by the government where students are prepared to write KCSE.

ABSTRACT

This study investigated parent-related influence on students' academic performance in public secondary schools in Kangundo Sub-county, Kenya. It was guided by the following research objectives to: establish the influence of parental level of education; determine the influence of parents' income level; establish the influence of parents' role in monitoring learning activities; and determine the influence of single family type on students' academic performance in public secondary schools in Kangundo Sub-county. The study adopted a descriptive survey research design. It targeted all (27) public secondary schools in Kangundo Sub-county, all (27) school heads, all (27) parents' association chairpersons, all (339) teachers and all (2,663) form three students. The study employed a census technique to include all schools; 24 in the main study and 3 in the pilot study. All the 24 school heads as well as all the 24 parents' association chairpersons of the participating schools were included in the study. The study sampled 30.0% of teachers that gave 102 teachers. Stratified random sampling technique was employed to select participating teachers where a proportionate weighted sample was identified per school using proportional allocation method. Then, simple random sampling technique was adopted to select the participating teachers in each school. Yamene (1967) formula was used to give a sample of 348 students. Stratified random sampling technique was employed to identify and select weighted random samples per school. In total, 498 respondents participated in the study. Data collection instruments included questionnaires for school heads, teachers, students and an interview guide for parents' association chairpersons. Validity of the research instruments was ascertained through expert judgment and piloting. Reliability was achieved through test re-test method where the instruments were piloted in schools at a time interval of two weeks and the two results were correlated using Pearson's Product Moment Correlation method. Data were entered into Statistical Package for Social Sciences (version 26.0) for analysis. Frequencies, percentages, means and standard deviations were used to analyze data descriptively. Further, inferential analysis was employed that involved correlational analysis at a 0.05 level of significance. Hypothesis one was accepted or rejected at a 0.01 level of significance. Hypotheses two, three and four were accepted or rejected at a 0.05 level of significance. All quantitative data was presented in frequency distribution tables and correlation tables. Conversely, qualitative data were analyzed thematically through content analysis and presented in narratives. Results establishes: a moderate positive correlation between parents' level of education and students' academic performance which was statistically significant (R=.602; $p=0.003<0.01$); a moderate positive correlation between parents' level of income and students' academic performance that was statistically significant (R=.534; $p=0.011<0.05$); a weak positive correlation between parents' role in monitoring learning activities and students' academic performance which was statistically significant (R=.451; $p=0.035<0.05$); and a weak correlation between single parent family type and students' academic performance which was not statistically significant (R=.149; $p=0.508$). Recommendations are put forth such as: the Ministry of Education to establish more adult education centres, the government to make secondary school education completely free; parents to be more involved in their children education and create a supportive home learning environment; and government to initiate educative and enlightenment programs on how to improve and sustain intact parenthood.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Introduction

This chapter presents the background to the study. The chapter is organized as follows: introduction; background to the study; statement of the problem; objectives of the study; general objective of the study; specific objective of the study; research hypotheses; specific objectives of the study; research hypotheses; theoretical framework and conceptual framework; significance of the study; limitations of the study; delimitations of the study; assumptions of the study; operational definition of terms; and organization of the study.

1.2 Background to the Study

The right to education is included in Article 26 of the Universal Declaration of Human Rights (UDHR) of 1948 as one of the fundamental human rights of every person (UN, 1948). Quality education is not only a universal right, but a gateway to human development that opens doors and expands opportunities (Ojiambo, 2009; Wanyama, 2013). The quality of education is measured through academic performance. Yusuf et al (2016) define academic performance as an observable and measurable behavior of a student within a specified period. To Narad and Abdullah (2016), academic performance refers to acquired knowledge that is measured through marks by a teacher and/or a set of educational goals which are assessed through examinations. Academic performance is influenced by many factors among them being parents' level of education, the income of parents, parental role in monitoring learning activities, and single family type which were of interest to this study.

Parents play a crucial role in facilitating the academic performance of their children. In support of this line of argument Naite (2021) stated that parents may influence the academic performance of their children because of the authority and skills they have to shape and develop their children into motivated, inspired, and lenient people. Parents may also influence the academic performance of their children if they invest their time and money in academic activities of their children (Bengesai & Nzimande, 2020). However, the amount of time and money available to a parent to support the academic enterprise of

their children depend on many variables. For instance, previous research has shown that parent's level of education, level of income, level of monitoring the academic activities, and family type are important predictor variables for academic performance (Amato, 2010; Johnson, 2015; Liu & Qiu, 2018; Karunakaran et al., 2019; Naite, 2021). Thus, this study investigated how these four variables are of consequence to students' academic performance.

Desirable academic performance is seen as a panacea for eradicating 21st Century challenges (UNICEF, 2014). In spite of this, Banerjee (2016) laments that a child may be limited to attain good academic performance due to parental variables. Almost 60 years ago, the Coleman Report of 1966 highlighted how children from low socioeconomic backgrounds are educationally disadvantaged (Reardon, 2011). To cure this, Article 29 of the United Nations Convention on the Rights of the Child (UNCRC) ratified in 1989 obligates states to offer educational opportunities needed by children to develop their personality, talents, mental and physical abilities to their fullest potential (Convention on the rights of the child, 1989). Moreover, the Jomtien Education For All (EFA) Declaration of 1990 required states to offer education that meets the basic learning needs of all persons (King, 2011). Further, the Dakar Framework for Action of 2000 and the Millennium Development Goals (MDGs) required countries to provide quality, free and compulsory primary education by 2015 (Lamsal, 2015). Countries as well as donors were expected to direct resources towards providing free primary education.

As a result of these concerted global efforts, the Millennium Development Goals Report (2015) indicates that global primary school net enrolment rate increased to 91% in 2015, up from 83% in 2000 and less than 60% in 1990 (Motala et al., 2015). However, it has been noted that the EFA and MDGs goals excluded secondary education and that the goals were nearly achieved at the expense of learning gains and thus impacted academic performance at the secondary school level (Hinzen & Schmitt, 2016). Nevertheless, Sustainable Development Goal (SDG) 4 includes lifelong learning opportunities for all, from early childhood to adult education in Agenda 2030 (UNESCO, 2016). Some countries have tried to implement policies geared towards addressing poor academic performance.

In the United States (US), a National Centre for Education Statistics (2019) report showed that performance in the National Assessment of Educational Progress (NAEP) test of 2019 was poor. On what could be contributing to low performance, Burns et al Scott (2019) in a study done in California contend that children born to low-income parents perform poorer than their peers from high-income parents. In addition, Amato et al (2016) in their study done in the US point out that children in single-parent households score below children in two-parent households. To address educational inequalities, Mendez-Keegan (2019) in a study still done in the US asserts that the country has implemented policies such as No Child Left Behind (NCLB) reforms of 2001 and Every Student Succeeds Act (ESSA) of 2015. These policies were intended to ensure that every American child has an equal opportunity to succeed irrespective of their parental background. Thus, it is clear from the discussion that the performance of a child can be predicted by the parent's level of income and family status.

Poor academic performance is also a problematic issue in Chile. Lopez et al (2017) in their study done in Chile assert that authorities and schools continue to focus on what they can do to improve school performance. In this regard, the country in 2002 developed a National Policy for Fathers, Mothers, and Legal Guardians' Participation in the Educational System which aimed at enhancing the level of parental participation (Ministerio de Educación, Gobierno de Chile, 2017). Saracostti-Schwartzman (2013) in a study done in Chile reveals that the publication of this policy has motivated the implementation of various other local initiatives which seek to strengthen parent-school relationships. Lara and Saracostti (2019) in their study still done in Chile reported a positive and significant correlation between parental involvement and academic achievement. The results of this study confirm that parents can significantly and positively influence the academic performance of their children when they partner with schools to monitor their children learning activities.

The nexus between parental influence and students' academic performance has motivated research in Bhutan. On this note, a study done in Bhutan by Gurung et al (2021) blames low performance on the majority of the Bhutanese students coming from illiterate family backgrounds. This study found that parents who had a low level of education lacked the

required knowledge and skills to guide and support their children's educational programs beyond the classroom situation. As a consequence, the study established that parents showed a low level of involvement in supporting their children's academic activities. It can be seen from the findings of this study that parent level of education and level of monitoring the academic activities of their children exert a significant positive influence on academic performance. Thus, there was a need to conduct a similar study in Kenya to understand how parental education and the level of monitoring learning activities could be impacting academic performance.

In the African region, the problem of poor performance persists (UNESCO, 2016). Concerning this, a study done in Nigeria by Ogundele et al (2014) lamented that the academic performance of Nigerian students in the West African Examination Council (WAEC) was not only pathetic but also shameful. The country has implemented policies such as structural adjustment program (SAP), Universal Primary Education (UPE), Universal Basic Education (UBE), and devaluation of the currency all aimed at easing the economic burden of parents. However, Ovansa (2017) who investigated the effect of socio-economic status on academic performance in Nigeria noted that these measures had not improved the economic and educational status of families. Moreover, a study done by Azumah et al (2018) in Nigeria established that 13% of Nigerian children came from single parent family type which is associated with poor educational outcomes. Thus, there was a need to investigate the role played by parents' background characteristics on students' academic performance in Kenya.

Students in South African schools find it difficult to succeed (Bush & Glover, 2016). Indeed, the standards of education are so low that the country instituted a minimum pass requirement of 30% (Nortje, 2017). Most of the students who fail are poor and, as Msila (2012) in a study done in South Africa points out, come from schools located in poor and disadvantaged communities in rural areas neglected during the apartheid regime. As a mitigation measure, the government has implemented the School Fee Exemption policy and the No-Fee Schools policy to make education affordable to children living in poverty. Yet, Nortje (2017) who did a study in South Africa still finds that the cost of education is

a barrier due to school fees and other costs such as stationary and transport to school. Furthermore, a study done in South Africa by Zenda (2016) showed that low parental involvement is another challenge responsible for a high failure rate. Thus, it is clear that the income and level of involvement of parents are important parental predictor variables for academic performance which warranted this investigation.

Parent level of education has been found to exert a significant positive influence on the academic performance of children. On how parent's level of education influences children's academic outcomes, Idris et al (2020) as well as Odikpo and Ejide (2021) maintain that educated parents may go through their children's exercise books after school, or even employ a private teacher to teach them after school. In agreement, Bakar et al (2017) posit that educated parents provide intellectual, economical, psychological, and emotional support to their children. To further this claim, a study done in Ethiopia by Fekadu et al (2019) on the impact of parents' socioeconomic status on academic performance established that parent level of education was statistically correlated with students' academic performance. Thus, there was a need to undertake a study to ascertain the impact of parents' level of education on students' academic performance in Kenya.

A parent's level of income has a more direct influence on students' academic performance. Education being an input-based commodity requires the constant provision of resources that have to be acquired at a cost. Kiboi (2018) advances that children from poor backgrounds may lack school fees, books, uniforms, and other essential school materials and thus negatively affect their performance. In support of this claim, Drajea and O'Sullivan (2020) in their study done in Uganda established that parents whose level of income was high were able to give a higher level of academic support to their children and vice versa. It is evident from the foregoing that low-income parents may not be able to invest sufficient resources in the education of their children and thus leading to low performance. This study was conducted in public secondary schools in Kangundo Sub-county to investigate the extent to which parents' income influence students' academic performance.

The importance of the parental role in monitoring learning activities has been underscored by the Epstein Framework of six types of parental involvement (Epstein, 1995; Epstein et al., 2019). Epstein observes that schools should partner with parents to create family-like schools where each child feels special and included. She also points out that parents should partner with schools to be helped to create school-like families where the importance of school, homework, and other activities is reinforced. Thus, parents can play a role in monitoring children's learning activities at home and in school. Naite (2021) stated that parents who play an active role in their children's education impact positively their children's lives, including their development, behaviour, motivation, and academic performance. In concurrence, a study done in public day secondary schools in Meru County by Thuba (2018) on the effect of parental involvement on the quality of education showed that parental involvement was statistically and significantly correlated with quality education. There was a need therefore to conduct research in public secondary schools in the Kangundo sub-county to determine the extent to which parental role in monitoring learning activities influences students' academic performance.

Academic performance is also influenced by single parent family type. As the cornerstone of civilization, the family is crucial to a child's whole development (Bartolome, 2021). Amato (2010) claimed that single parent families have lower levels of income, are headed by mothers with lower educational attainment, and who are less likely to be in the labor force. However, a study done by Kimaru et al (2020) in Kiambu County, Kenya did not establish any significant statistical difference in the academic performance of children from single parent families and those from both parent families. The findings suggested that the type of family did not affect academic performance. Thus, it was important to conduct a study in public secondary schools in Kangundo Sub-county to establish whether this contradiction holds.

The Kenyan laws recognize that parents as well as the government have important roles to play in education of students. For instance, the Children Act of 2001 Section 6 (1) stipulates that a child shall be given parental care by parents (Republic of Kenya, 2013). Section 7(1) dictates that the provision of education to a child is a combined responsibility of parents

and the government. Further, Section 7(2) of the Act imposes a duty of providing free and compulsory education on the government. To achieve this, the government introduced Free Secondary Education Program (FSE) in 2008 (Wanjala & Hussein, 2017). However, a study done in Kilifi County by Olango et al (2021) found that implementation of FSE led to increased students enrolment that was not matched by educational resources leading to poor performance.

The Basic Education Act of 2013 Section 29 (1) prohibits public schools from charging tuition fees (Republic of Kenya, 2013). Other levies, according to Section (2b) of the Act, are only to be charged with the express permission from the cabinet secretary for education. In concurrence, Nato (2016) explains that parents in Kenya still have to provide uniforms, personal effects, pocket money, and other necessities implying education is not completely free. Regarding parental role in monitoring learning activities, Section 30 (b) of the Act requires parents to ensure their children join and attend school regularly. A study done in Laikipia County by Mwenda (2017) established that illiterate parents were less involved in assisting their children with homework. There was a need, therefore, to conduct a study in public secondary schools in Kangundo Sub-county to establish whether the same situation prevailed.

The quality of education at the secondary school level remains relatively low. Kilonzo (2020) laments that a large percentage of students score poor grades between D+ and E while pointing out that the quantity of quality grades between C+ and A has been declining. Table 1.1 shows that the Machakos County average means score for three years were 3.89 (D+). The Table further shows that Kangundo Sub-county average means score for the last three years was 3.259667 (D). This research was expected to provide knowledge on whether parents could be influencing the academic performance of students in public secondary schools in Kangundo Sub-county.

Table 1.1: Performance of Machakos Sub-counties at KCSE

Sub-county	2022	2021	2020	Average Mean Score	Mean Grade
Masinga	4.42	3.99	4.25	4.224667	D+
Kathiani	4.33	3.93	4.33	4.197333	D+
Matungulu	4.36	3.95	4.24	4.186333	D+
Yatta	4.15	4.06	4.24	4.153333	D+
Athiriver	4.05	3.94	4.19	4.062667	D+
Machakos	4.37	3.38	3.69	3.819667	D+
Mwala	3.82	3.53	3.86	3.741333	D+
Kalama	3.41	3.19	3.48	3.365333	D
Kangundo	3.22	3.16	3.39	3.259667	D
	4.01	3.68	3.96	3.89	D+

Source: Machakos County Director of Education Office

1.3 Statement of the Problem

Academic performance at Kenya Certificate of Secondary Education (KCSE) in public secondary schools in Kangundo Sub-county is quite low as evidenced by Table 1.1. Table 1.1 indicates that KCSE mean grade for the last three years (2020 – 2022) has stagnated at D and that the Sub-county has maintained the last position for three years running. More data adduced by Table 1.2 indicates that the Sub-county mean score has oscillated between 3.49 (D+) and 2.7 (D) for the period 2016-2020. These mean grades are far below the university minimum qualification grade of C+. Out of 8,849 students who sat for their KCSE examination for the period 2016 – 2020, only 895 representing 10.2% scored at least a mean grade of C+ and thus transited to university. Table 1.2 further indicates that 5,431 (61.4%) students out of 8,849 scored grades D, D- and E which are poor quality grades. The researcher through discussions with stakeholders established that majority of students who score poor grades: do not proceed to higher levels of education, are unemployed and end up in village townships; indulge in drugs, are involved in disastrous sand harvesting activities, and are involved in crime such as shop breaking and stealing farm produce. According to Kangundo Sub-county Education Office, there is laxity on the sides of the

parents because majority of them do not: pay agreed school levies, do not attend school meetings and especially fathers, and show interest in their children's academic activities. Parental variables limiting parents from effectively discharging their duties remained unknown before this study was implemented.

To address the problem of poor academic performance, the government has been implementing Free Secondary Education program since 2008 which involves sending capitation grants of k.shs 21,445 per year per student to schools and providing educational resources such as books. The National Government Constituency Development Fund (NG-CDF) has been developing school infrastructure in some schools. All the principals and deputies have been facilitated by the government to acquire Kenya Education Management Institute (KEMI) Diploma in educational leadership to increase their effectiveness in school management. In addition, schools hold academic days where students together with their parents discuss their performance with subject teachers and set targets. Despite all these interventions, the problem of poor academic performance persisted. While studies have been done on indicators and influencers of performance in different regions, a study on the role of parent-related influence on students' performance in public secondary schools in Kangundo Sub-county had not been done hence there was a need for this study.

Table 1.2 Kangundo Sub-county KCSE Results 2016 – 2020

YR	M/S	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	TT
2016	3.49	0	5	16	33	41	68	88	142	203	313	515	134	1558
2017	2.7	0	0	0	4	9	23	42	80	178	353	791	178	1658
2018	3.12	0	2	10	33	54	74	110	141	238	425	440	86	1613
2019	3.32	0	11	30	51	81	97	134	181	277	435	548	130	1975
2020	3.39	0	5	20	41	69	118	180	199	330	418	529	136	2045
TT		**0**	**23**	**76**	**162**	**254**	**380**	**554**	**743**	**1226**	**1944**	**2823**	**664**	**8849**
%		**0**	**0.3**	**0.9**	**1.8**	**2.9**	**4.3**	**6.3**	**8.4**	**13.9**	**22.0**	**31.9**	**7.5**	**100.0**

Source: Kangundo Sub-county Education Office

1.4 Objectives of the Study

This study was guided by a general objective and four specific objectives.

1.4.1 General Objective

The general objective of this study was to investigate parent-related influence on students' academic performance in public secondary schools in Kangundo Sub-county, Kenya.

1.4.2 Specific Objectives

The study was guided by the following specific objectives:

i. Establish the influence of parental level of education on students' academic performance in public secondary schools in Kangundo sub-county.
ii. Determine the influence of parental level of income on students' academic performance in public secondary schools in Kangundo sub-county.
iii. Establish the influence of parents' role in monitoring learning activities on students' academic performance in public secondary schools in Kangundo sub-county.
iv. Determine the influence of single family type on students' academic performance in public secondary schools in Kangundo sub-county.

1.5 Research Hypotheses

The study was guided by the following hypotheses:

H_{01}: There is no statistically significant influence between parental level of education and students' academic performance in public secondary schools in Kangundo Sub-county.

H_{02}: There is no statistically significant influence between parental level of income and students' academic performance in public secondary schools in Kangundo Sub-county.

H_{03}: There is no statistically significant influence between parents' role in monitoring learning activities and students' academic performance in public secondary schools in Kangundo Sub-county.

H_{04}: There is no statistically significant influence between single family type and students' academic performance in public secondary schools in Kangundo Sub-county.

1.6 Significance of the Study

The findings of the current study may help the Ministry of Education (MOE) in the formulation of policies on education subsidies such as increasing capitation grants and provision of educational resources. The findings may also help the ministry to formulate policies geared towards creating awareness on the importance of the parental role in monitoring learning activities. School heads can use the study findings to understand dynamics influencing academic performance and probably develop school policies that can mitigate the adverse effects. School Boards of Management (BOM) can use the findings to understand the challenges contributing to low performance and maybe ensure that there are adequate facilities and educational resources. Similarly, the findings of the study may be useful to Parents' Associations (PA) in creating awareness of the importance of monitoring learning activities for parents. The findings will also make a special contribution to the existing body of knowledge and address existing research gaps.

1.7 Limitations of the Study

It was anticipated that respondents would withhold information they considered confidential and private. To overcome this challenge, respondents were assured of their anonymity and confidentiality and similar questions were triangulated to different respondents. The high workload affected the availability of teachers to participate in the study. In mitigation, questionnaires were dropped and left to be filled by teachers when they had sufficient time. In addition, telephone contacts of the participating respondents were collected that were later used by the researcher to remind them to attend to the study instruments.

Some respondents developed negative attitudes towards participating in the study. For instance, some contended that their participation was a waste of their valuable time because they could not understand how the study results would be of any benefit to them at the individual level. The researcher highlighted the possible positive benefits of the study results to education stakeholders such as teachers, principals, PA, MOE, and others. Because Kangundo Sub-county has a smaller population of public secondary schools, the study included the entire population of schools to increase data validity.

1.8 Delimitations of the Study

Physically, the study was delimited to public secondary schools in Kangundo Sub-county. The study was delimited to investigate only four parent-related variables that influence students' academic performance that included: parental level of education; parent level of income; parents' role in monitoring learning activities; and single parent family type. The study was also delimited to responses from school heads, teachers, students, and Parents' Association Chairpersons (PAC). In terms of data collection instruments, the study was delimited to data collected through questionnaires and interview guides.

1.9 Assumptions of the Study

It was assumed that respondents were willing to cooperate and comment honestly and truthfully on items on the research instruments. Further, it was assumed that the respondents were able to understand the questionnaires given and therefore give appropriate responses.

1.10 Organization of the Study

This study is organized into six chapters. Chapter one contains the background to the study, statement of the problem, general objective, specific objectives of the study, research hypotheses, significance of the study, limitations, delimitations of the study, assumptions of the study, operational definition of terms, and organization of the study. Chapter two is presented as follows; parents' level of education and academic performance of students, parents' income level and students' academic performance, parental monitoring learning of learning activities and students' academic performance, and single parent family and students' academic performance. The chapter also gives a summary of the literature review which identifies consistencies and inconsistencies in the reviewed empirical literature, theoretical, and conceptual framework. Chapter three entails the research design, target population, sample size and sampling procedure, research instruments, validity of research instruments, reliability of research instruments, data collection procedures, data analysis techniques, and ethical considerations. Chapter four presents the study results. Chapter five discusses and interprets the study results in line with the research objectives. Chapter six presents conclusions, recommendations for further action, and suggestions for future research.

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1 Introduction

The chapter presents reviewed literature on the study variables arranged as follows: introduction; the concept of academic performance; parents' level of education and academic performance of students; parents' level of income and academic performance; parental monitoring of learning activities and academic performance; single parent family and academic performance; summary of literature review; theoretical framework and conceptual framework.

2.2 The Concept of Academic Performance

Education is a vital tool for economic, social, and political development. Quality education in any country is associated with benefits such as economic growth, wealth creation, income distribution, human capital development, a decline in population growth, improved health outcomes, low crime rate, national unity, and political stability (Ojiambo, 2009; Wanyama, 2013). Quality education is thus a vital tool for individual and national development. Consequently, access to quality education is a fundamental human right (UNICEF, 2014). Because quality education is a desirable norm highly demanded in many parts of the world, many countries invest substantial budgets in education. At the family level, Mokhtar et al (2017) argue that parents are willing to spend money on paying tuition fees and buying reference books, computers, and internet facilities related to education to ensure their children acquire quality education. Thus, quality education is the ultimate goal for many countries and parents.

The quality of education is measured through students' academic performance, sometimes referred to as students' academic achievement. Academic performance has been defined differently by several scholars. For instance, Tella et all (2011) define academic performance as a learner's general ability and performance in school subjects compared to a specified standard. Yusuf et al (2016) define academic performance as the observable and measurable behavior of a student within a specified period. To Narad and Abdullah

(2016), academic performance refers to educational goals assessed through examinations. On the other hand, Kyoshaba (2009) in Ngodi (2020) states that academic performance is students' performance in coursework, tests, and examinations. It is clear from the discussion that there is no universal definition for the concept.

Kieti (2017) stated that examinations measure students' abilities and are also a means of selection for educational advancement and employment. For instance in Kenya, the quality of education at the secondary school level is assessed based on students' academic performance at the Kenya Certificate of Secondary Education (KCSE) examination. According to Akinyi and Musami (2015), the examination is mandatory for all secondary students completing their four-year courses. The authors further contend that the exam is used as a yardstick for learning and selection purposes. Hence, it is based on the grades students score on the KCSE exam that earns them admission to pursue a degree, diploma, certificate, craft, or artisan course. For that reason, a good performance is regarded as a good entry point into the formal sector. In this study, academic performance is defined as the mean grades attained by students at the KCSE.

According to Muia (2018), the mean grades are awarded as follows: A plain 12 points, A minus, 11 points, B plus 10 points, B plain 9 points; B minus 8 points; C plus 7 points; C plain 6 points; C minus 5 points; D plus 4 points; D plain 3 points; D minus 2 points; and E 1 point. In agreement with Akinyi and Musami (2015) assertions, Kilonzo (2020) posits that a student must score a mean grade of C+ and above to be selected to pursue a degree course at the university. A student must score between grades C plain and C- to be selected to join a diploma course while a certificate course requires between grades C- and D+. In this study, academic performance was therefore the dependent variable measured through performance at the KCSE examination.

In Kenya, many students find it difficult to attain the minimum university entry mean grade of C+. Poor academic performance impedes future educational aspirations of students because performance in the KCSE exam determines the courses to be pursued and hence future career pathways. There are, however, many factors that militate against good

academic performance. The government of Kenya has implemented several measures to improve the quality of education. To improve school effectiveness, the government has in-serviced all principals and teachers in leadership positions to attain diploma in educational management (Ndiga et al., 2014). Moreover, the government has implemented Free Secondary Education program since 2008 that involves sending capitation grants of K.shs 21,445 per year per student to schools and provided educational resources such as books.

Even with all these interventions, parents still have to meet costs related to boarding, lunch, uniforms, and supplementary learning materials (Nato, 2016). Furthermore, parental participation in education remains vital ingredient of a good performance. Thus, the persistent low performance in Kenya suggests that the role of parents could be the missing link in achieving quality education (Owuor & Sika, 2019). Thus, this study sought to investigate the parental influence exerted by characteristics such as level of education, income, monitoring of learning activities, and family type on students' academic performance. These characteristics have the potential to limit or enhance the parental role as discussed in the reviewed literature in sections that follow.

2.3 Parents' Level of Education and Academic Performance of Students

Parents' level of education can influence the academic performance of children in many positive ways. It has been claimed that educated parents provide intellectual, economical, psychological and emotional support to their children (Bakar et al., 2017). On psychological and emotional support, Suresh (2012) held that well-educated parents create positive learning attitudes and behaviors in their children. Students with positive attitudes toward learning are more likely to put in some extra academic effort leading to improved performance. In addition, Suleman et al (2012) revealed that educated parents show interest and care for their children's academic performance. Alokan et al (2013) supported these assertions when they maintained that educated parents may go through their children's exercise books, or even employ a private teacher to teach them after school.

Furthermore, Khan et al (2015) averred that parents with a high level of education teach their children. Thus, it can be seen from the foregoing that educated parents not only give

their children intellectual support but also supervise and give moral support. More importantly, Karunakaran et al (2019) stated that educated parents provide a supportive psycho-social environment, a suitable physical environment and better involvement. The authors added that educated parents serve as role models for learning and provide needed educational resources because they are more likely to be employed and appreciate the value of education. Hence, educated parents provide a conducive learning environment that facilitates learning.

In the USA, Clearinghouse for Military Family Readiness at Penn State (2020) reviewed studies that were published between 2009 and 2019. The review concluded that parental education is positively related to academic performance. The review reported Kalil et al (2012) study that found that educated mothers were highly involved in teaching their children when they reached 5 years. The review further established that early parental teaching could potentially predict future academic outcomes. Related to this, Dubow et al (2009) study cited by the review showed that a mother's level of education when the child is 8 years can predict educational outcomes at age 19. Arising from these findings, a parent ought to be well educated if they are to offer adequate academic support. This study was however implemented through reviewing foreign studies while this current study was local in context and collected primary data.

Using a descriptive survey research design and involving 200 respondents drawn from 4 secondary schools, Bakar et al (2017) studied how parental education influenced the academic performance of secondary school students in Malaysia. Their study findings showed that there was a statistically positive relationship between parental education and students' academic performance. Further, their study established that educated parents made a study timetable for their children to follow while at home, assisted their children to do their homework, and provided their children with learning materials. It is clear from these findings that educated parents supervise learning at home, offer intellectual support and provide adequate learning materials. All this kind of support is expected to improve their children's learning outcomes. This study was however done in a foreign context and it included one class of respondents while the current study was done in Kenya and

included several participants.

A descriptive study was conducted in Mardan District of Pakistan, Idris et al (2020) to explore the relationship between parents' education and their children's academic achievement. The study results reported a positive correlation between parents' level of education and children's academic performance. This study found that the father's and mother's high level of education contributed to the good academic performance of their children. This study employed a systematic random sampling technique to sample schools and a simple random sampling technique to include 510 students. This study only sought opinions from students while the current study gathered data from school heads, teachers and parents representatives giving the results more validity.

Odikpo and Ejide (2021) in a study done in Nigeria investigated the influence of parental occupation and educational level on academic achievement. Their study employed an ex post facto research design and simple random sampling technique to select 10 schools. By employing a multistage sampling technique, the study selected a sample of 800 students. Data for this research was mainly collected through document analysis where academic achievement, as well as parents' data, was mined from school records. Results showed that parental level of education had a significant influence on students' academic performance in mathematics. Building on other studies, the results of this study confirm that educated parents motivate their children to achieve more academically. This study differs from the current study in that it employed an ex post facto research design as opposed to a descriptive research design. Whereas the current study sought opinions from students, teachers, school heads, and parent representatives, the reviewed study depended on secondary data from school records. This could have denied other perspectives from these key informants on how parental education influenced students' performance.

Baliyan (2012) employed a descriptive survey research design to investigate the influence of parental education and income level on students' academic performance in Botswana. A simple random sampling technique was used to select three private senior secondary schools. The study included 168 students. The results of the study showed that the

education level of both the mother and the father were good predictors of students' academic performance. The study noted that educated parents aspire to see their children exceed their educational levels. As a consequence, the study observed, such parents, motivate their children by providing adequate learning resources. Thus, it can be seen from the results of this study that educated parents are not only role models to their children but they also motivate their children by providing adequate resources.

Gilman (2019) adopted a cross-sectional research design and simple random sampling technique to select 350 students drawn from 16 schools to explore how socioeconomic status influences students' academic performance in Tanzania. The results of the study showed that there was a positive correlation between parents' education level and students' academic performance which was significant. Also, analysis of regression coefficients indicated that a unit in the father's education would increase the academic performance of students by 0.543 points. Similarly, the results also showed that a unit increase in the mother's education level would increase students' academic performance by 0.602 points. Thus, the results confirm that mothers' education level has more impact on the academic performance of students than the father's level of education. This study is foreign in context and it employed a cross-sectional research design while the current was done in Kenya and adopted a descriptive survey research design.

In Kenya, the influence of parent level of education on academic performance has also attracted research attention. For instance, by employing an ex-post facto research design, Koskei and Ngeno (2015) explored the influence of parental educational attainment on students' academic performance in public day secondary schools in the Kuresoi Sub-county of Nakuru County. The researchers used a simple random sampling technique to identify 6 participating schools and a stratified random sampling technique to select 180 students. Chi-square results established that parental educational attainment did not have a significant influence on students' academic performance. Perhaps, parental level of education may have no significant influence on students' academic performance at the secondary school level. While citing other studies done in Kenya at the primary school level, the researchers concluded that parental level of education has only a significant

influence at lower levels of schooling. This study employed an ex post facto research design while the current study adopted a descriptive survey research design. Also, the reviewed study involved a smaller sample of schools (6) and students as opposed to the present study which includes a larger sample of schools (24) and students (348). Further, the study used internal school examinations whose quality and supervision may be put into question as the dependent variable while the current study used the KCSE exam.

Similarly, a study done in the Kipkelion Sub-county by Korir and Wambugu (2018) that investigated the influence of parental education and income on students' academic performance still established that parental level of education had no significant influence on students' academic performance. Like the Koskei and Ngeno (2015) study, this study was implemented at the secondary school level. The researchers used a simple random sampling technique to include 210 students and a casual-comparative research design. This study used an unstandardized mock examination as the dependent variable while the dependent variable for the present study was a standardized KCSE examination. In most cases, the mock examination is done when some schools have not completed their syllabus. Whereas the reviewed study employed a casual-comparative research design, the current study adopted a descriptive survey research design.

Goro et al (2019) through employing descriptive and correlational research designs investigated the influence of parental level of education on pupils' academic achievement in public primary schools in Kisumu West Sub-county. Their study employed Yamane Formula and a simple random sampling technique to include 44 head teachers, 46 class 8 teachers, and 40 parents. The study results showed that parental level of education had a positive influence on pupils' academic achievement. However, this study was conducted at a primary school setup while the current study was implemented at the secondary school level.

2.4 Parents' Level of Income and Academic Performance of Students

Parental level of income is a major source of educational inequality. Students whose parents are poor are educationally disadvantaged. Along this line of argument, Liu and Qiu

(2018) argue that poor parents do not invest adequately in their children's education which leads to poor educational outcomes. In support of this claim, Ovansa (2017) noted that poor parents may often not pay school fees on time; provide uniforms and other essential school materials hence negatively affecting their children's academic performance. Students who are sent home frequently to collect school fees miss a lot of instructional time implying that they do not cover the syllabus effectively.

Students from poor parents may be deprived of other basic needs. Omoniyi (2019) agreed with this sentiment when he noted that children of poor parents often lack adequate food, shelter, and good healthcare. This hurts academic performance because Okioga (2013) stated that students from low-income families are unable to concentrate on class activities due to a lack of basic needs. Poverty is linked to increased levels of parental stress, depression, and poor health conditions that might negatively affect parents' ability to nurture their children well (Evans & Garthwaite, 2010). Thus, it can be seen from the foregoing that children from disadvantaged backgrounds are at a higher risk of lacking quality education.

On the other hand, students whose parents have high levels of income outperform their peers from poor backgrounds due to several factors. Liu and Qiu (2018) maintained that affluent parents can afford to organize home tutoring, and in this way, consolidate their influence on their children's performance. Moreover, Driscoll and Nigel (2010) averred that rich parents set higher expectations for their children's education than poorer parents. As a consequence, the authors note that students from high-income parents have higher educational aspirations and expectations than their peers from poor backgrounds.

Furthermore, Zhao and Hong (2012) contend that parental income influences parental behavior support. In this regard, the authors posit that rich parents are more involved in their children's education in areas such as assisting and supervising homework and this fosters the formation of good study habits leading to good academic performance. Chinyoka and Mugweni (2020) revealed that increased parental involvement is linked to increased class attention and motivation to do well in school.

Because of the high poverty rate in the United States, the link between parental income and students' outcomes has emerged as an important area of study (US Census Bureau, 2009). For instance, by matching data from 4,500 children participating in the National Longitudinal Survey of Youth (NLSY) to that of their mothers, Dahl and Lochner (2012) investigated how family income impact child achievement. The study results established that parental income had a significant influence on students' achievement. Their study further showed that a $ 1,000 increase in family income would raise test scores by about 6 percent. Whereas this study was done in a foreign context where social conditions may have been different, and used secondary data, the current study was done in Kenya and gathered primary data from four classes of respondents.

In China, past studies have shown that parents' economic status is a powerful predictor variable influencing the academic performance of children (Liu, 2008; Wu, 2009; Wu, 2013a; Li, 2016). To further these studies, Lin and Han (2017) using family data drawn from 1,050 samples derived from China Family Panel Studies (CFPS) investigated the effect of family income on children's education. The results of the study showed that family income has a significant impact on children's education. The study concluded that a financially well-off family can provide more educational resources. Further, the study concluded that lower-income parents spent most of their time looking for jobs, have low educational expectations for their children, and may prioritize subsistence to their children's learning. This study was done in China which is a foreign context while the current study was done in Kenya. Whereas this study relied on secondary data, the present study gathered primary data from respondents and was thus able to seek qualitative views from respondents.

In Japan, a study concluded that parents' level of income is positively correlated with students' academic performance. By including a sample of 300 students from two high schools who were randomly selected, Machebe et al (2017) investigated the impact of parental level of income on students' academic performance in high schools. The study employed questionnaires to collect data. The study findings showed that parents' level of income had a positive influence on students' academic performance. Specifically, the study

established that greater academic achievement for a student was attained by students from high-income families. This study however involved only 2 high schools while the current study involved a larger sample of 24 schools. Whereas this study involved only students, the current study sought opinions from more participants such as principals, teachers and parents representatives in addition to students.

In Ghana, Adzido et al (2016) designed a study to investigate how family income influences the academic performance of tertiary students. The study employed a descriptive survey research design and used questionnaires to gather data from a sample of 480 students selected through a stratified-quota-simple random sampling technique. Data analysis techniques included frequency distribution tables and bar charts. The study findings suggested that family income positively affects students' academic performance. This study concluded that high parental income helps improve students' motivation, and learning processes and hence leads to better academic performance. However, this study has several methodological limitations compared to the present study. Whereas the present study employed both descriptive and inferential data analysis techniques, the reviewed study used only descriptive data analysis techniques which included tabulating frequencies and bar charts. As such, this reviewed study fell short of establishing the association between the independent variable and the dependent variable.

Through using both quantitative and qualitative approaches, Omoniyi et al (2022) investigated the impact of the household poverty trap on learner's achievement in rural secondary schools in the Zululand District of South Africa. The study was implemented in 5 schools and it involved 250 students who were selected through a simple random sampling technique and 5 educators who were conveniently sampled. Data from students was collected through the use of a questionnaire while data from educators was gathered through focus group discussion. Quantitative data were analyzed mainly through frequencies and percentages while qualitative data was analyzed thematically. The findings of the study demonstrated that poverty is of negative consequences on learners' academic achievement. The study recommended educators, leaders and other stakeholders identify strategies that can help learners from poor backgrounds to overcome barriers that hamper

their performance. Unlike the present study, this study however failed to perform inferential statistics that would have shown how variables were correlated. In the absence of inferential statistics, descriptive statistics alone are not enough to arrive at major conclusions.

Gemechu (2018) in Ethiopia investigated the effect of family socioeconomic status on students' academic achievement at Haramaya University, Eastern Ethiopia. The study results showed that there was a weak positive relationship between family income and students' academic achievement. The study employed a descriptive research survey design and used a stratified random sampling technique to include 172 students. This study is however different from the present study in that it included a larger sample of 378 respondents consisting of students, parents, school heads and teachers to triangulate responses.

In Kenya, a study done in Bungoma County, Kenya by Kiboi (2018) on the effect of parental socioeconomic status on students' academic performance in secondary schools reported a positive statistical correlation between parent level of income and students' academic performance. The study randomly selected 120 students and purposively sampled 8 head teachers, 8 class teachers and 8 guidance and counseling staff. This study did not include responses from parents and therefore gathered parents' income data indirectly through other parties. The present study included parent representatives to fill that gap.

Closely related to how parents' level of income influences students' academic performance, Owuor and Sika (2019) implemented a study in Mbita Sub County, Kenya to explore how parental financing influences the academic performance of secondary schools. The study employed a descriptive survey research design and included 18 secondary schools. All 18 principals of the participating schools were purposively sampled. In addition, the survey involved 108 teachers, 72 students and 72 parents. Questionnaires were used to collect data from respondents. The study reported a significant moderate relationship between parental financing and students' academic performance. Descriptive

results revealed that it was only a small percentage of students paid school fees on time. The finding could suggest that parental income limited parents to pay fees and finance other school activities. This study did not seek to establish the parental income which was done in the current study. The study was done in Mbita Sub-county which is a different geographical and social context from Kangundo Sub-county where the current study was implemented.

2.5 Parents' Role in Monitoring Learning Activities and Academic Performance

Students spend a smaller portion of their life in school and a larger portion at home with their parents (Ates, 2021). Thus, students' learning occurs partly at home and in school. For this reason, Epstein (1995) in her theory highlights the need for schools to involve parents in building beneficial school–family partnerships. In this regard, Epstein encourages schools to partner with parents to create schools like families where each child feels special and included (Epstein et al., 2019). Similarly, Epstein argues that parents should partner with schools to be helped to create school-like families where the importance of school, homework, and other activities is reinforced. Epping (2018) emphasizes that the involvement of parents in educational practices across the school and home settings is required to strengthen school-family partnerships. From the foregoing, parental involvement emerges as a critical ingredient of school–family partnerships.

Parental involvement is a broad concept difficult to define. Nyarko (2011) in Asiimwe and Magunda (2017) defines parental involvement as the degree to which a parent is committed to his or her role as a parent in fostering of optimal child development including academic achievement. LaRocque et al (2011) define parental involvement as the investment of parents or guardians in learning processes. To El Nokali et al (2010), parental involvement is the set of behaviors that parents display at school and home to support the education of the child. Although various definitions for parental involvement exist, it is clear that most of these definitions emphasize the important role parents play in educational processes.

Moreover, parental involvement is often used interchangeably with other terms such as school-family partnerships and parent-teacher relationships (Ferlazzo, 2011). The reason

for the different definitions of parental involvement is that researchers focus on different features of parental involvement (Ates, 2021). Related to this, Gyamfi and Pobbi (2016) assert that one key aspect of parental involvement is the parent's ability to monitor the child's school and home learning activities. In this study, parental involvement was studied as a parental role in monitoring students' learning activities. Throughout this study, the parental role in monitoring learning activities is interchangeably used with parental involvement and the two constructs refer to the parent's role in attending to a child's school and home activities that support learning processes.

Parental role in monitoring children's learning activities can be done at home and in school. Altschul (2012) agrees with Kibaara and Ndirandu (2014) that home based parental monitoring of learning activities includes: monitoring and supervising homework; helping students with homework; providing emotional support; expressing high expectations; encouraging school success; and providing a conducive environment for learning. On the other hand, school-based parental monitoring includes volunteering at school, participating in school events and school organizations, and communicating with teachers and school staff (Chowa et al., 2013). This study was tailored to ascertain how parental monitoring of learning activities influences students' academic performance.

Parental role in monitoring learning activities is linked to improved students' academic outcomes (Johnson & Hull, 2014; Chang et al., 2015; Zhang, 2018). In addition to increasing students' academic success, the parental role in monitoring learning activities has also been shown to influence students' social functioning and behavior adjustment (Hill & Tyson, 2009; Jeynes, 2007). These empirical claims are further supported by Gyamfi and Pobbi (2016) when they stated that increased parental involvement results in better school attendance, lower rates of suspension, decreased use of drugs and alcohol and fewer instances of violent behavior. To sum it up, Anthony-Newman (2019) points out that parental involvement enhances cognitive growth as well as positive behavior adjustment.

Furthermore, it has been found that increased quality parent-school interactions increase students' homework completion rates, improve language skills, and reduce absenteeism

and hence lead to improved academic performance (Gonida & Cortin, 2014; Dumont et al., 2014; You et al., 2015; Gubbinsa & Otero, 2016; Dotterer & Wehrspann; 2016). Thus, students succeed when the home and school learning environments interact in productive ways (Epstein, 2011). Despite these laudable benefits arising from parent-school partnerships, a study had not been conducted in public secondary schools in Kangundo Sub-county to establish the contribution of parents' role in monitoring learning activities on students' academic performance and hence there was a need for the present study.

Using a meta-analysis approach, Ates (2021) completed an international study that investigated the relationship between parental involvement and academic achievement. The study involved 53 studies that were published between 2004 and 2020. The study established that parental involvement and academic achievement were positively and moderately correlated variables. The study also investigated the effect size of the relationship between parental involvement and academic achievement by school level, that is, primary, middle and secondary. Additionally, it was established that the average size effect remained moderate for all school levels. This finding suggests that parental involvement is essential in primary, middle and secondary schools. Whereas the reviewed study was implemented through the analysis of secondary in a meta-analysis approach, the present study collected primary data through a survey approach.

Flores et al (2021) explored the role of parents in monitoring students' academic performance in the new learning modality of their children by conducting a study in the Philippines that involved 27 students. The study adopted a descriptive correlational research design and questionnaires to collect data. The study results established a weak correlation (0.2391) between parents' role in monitoring learning activities and students' academic activities. Perhaps, the weak coefficient could imply that the academic performance of students was influenced by other factors other than the parental role in monitoring learning students. However, the validity of the results may have been affected by the smaller sample of students. Thus, this study was different in that it included a larger sample of 498 respondents and was conducted in Kenya where contextual factors might have been different from the Philippines.

In a study done in Ghana, Gyamfi and Pobbi (2016) investigated parental monitoring and child performance. The study adopted a sequential explanatory mixed design. The study involved 810 students who were selected through a simple random sampling technique. A questionnaire was used to gather primary data. The study findings established that parental monitoring of all the activities investigated was low. The study found that parents were unable to monitor their children because of long working hours, illiteracy and negligence. This reviewed study is different from the current in that it adopted a sequential explanatory mixed design whereas the present employed a descriptive research design. This study was implemented in a foreign context while the current study was done locally. In addition, this study failed to investigate how the variables were related by undertaking inferential analysis as it was done in the current study.

By including a random sample of 168 respondents, Omary et al (2021) investigated parental involvement and children's education in selected secondary schools in Tanzania. The study findings indicated that parental involvement was low. On factors leading to low parental involvement, the responsible factors were: parents lacked knowledge on how they could get involved in their children's education; many parents lacked the skills on how to get involved; parents were not aware whether they had a role to play at home and school; and parents lacked time and resources such as money. The results suggest that parental monitoring can be mediated by other factors such as level of income, education and nature of family which were still of interest to this study. This study did not undertake inferential statistics to test the relationship between variables as was done in the present study.

By employing a mixed methods sequential explanatory research design, Asiimwe and Magunda (2017) investigated whether parents were enablers of academic achievement in secondary schools in Uganda. The study included 105 students drawn from 6 senior secondary schools. The study results established a moderate and statistically significant relationship between parents as enablers of academic achievement and academic achievement. This study is similar to the present study in that they were both implemented at the secondary school level. However, the reviewed study was done in a foreign context while the current study was conducted in Kenya. Further, the reviewed study employed a

mixed method sequential explanatory research design while the present study adopted a descriptive survey research design.

In Kenya, Echaune et al (2015) stated that the role of parents in improving educational outcomes has been given prominence by successive governments. Schools are required by the Ministry of Education to have in place Parents' Teachers Associations. Further, the Basic Education Act of Kenya (2013) requires school Boards of Management (BOM) to assess school needs with the full participation of parents. Schools also implement programs such as academic days where parents, students and teachers interact to discuss the academic issues of the students and thus raise the level of involvement.

Makhoka et al (2018) examined the effects of parental monitoring on the academic achievement of secondary school students in Busia Sub-County of Kenya. They included 7 schools, 58 teachers, 172 students, 129 parents, and 23 principals through adopting an ex-post-facto design. The study results established a weak positive correlation (0.488) between parental monitoring and students' academic performance. The findings of this study suggest that an increase in parental monitoring can increase the academic performance of students. However, this study was conducted in Busia Sub-county which is a completely different geographical context while the present study was conducted in Kangundo Sub-county. Furthermore, the present study employed a descriptive survey research design while the reviewed study adopted an ex-post-facto research design.

2.6 Single Parent and Academic Performance of Students

The type of family a student comes from can be a risk factor for their academic performance. Regarding this assertion, Bengesai and Nzimande (2020) maintained that the type of family influences the availability of educational resources. For instance, children growing up in single parent family set-ups are educationally disadvantaged. This is because single parent families are more likely to be headed by mothers with low educational qualifications, poor, and who might lack sufficient time to be fully involved in their children's academic activities (Makewa et al., 2010; Uwaifo, 2012). These sentiments are supported by Amoakohene (2013) who stated that single parenthood may affect academic

outcomes negatively because single parents are more likely to be poor and lack adequate time to be involved in their children's learning activities.

Moreover, Videnovic and Lazarevic (2017) warn that an uneducated single mother may lack the academic ability to support her children leading to poor academic outcomes. On the contrary, Abuya et al (2019) opine that children from two parent families are educationally advantaged because the two parents may have more income and adequate time to be fully involved in their learning activities. Thus, low levels of parental involvement, education, and income are contributory factors to the low academic performance of students from single parent families.

Furthermore, single parenting harms children's mental, emotional and psychological well-being. On this point, Ntumi et al (2016) lamented that children from single parent families are occasionally dejected and emotionally disturbed and hence they are uncomfortable in their learning activities. Oke (2015) noted that children from single parent families sometimes suffer from personality issues and may as a consequence become antisocial. Similar sentiments were echoed by Kimani and Kombo (2020) who asserted that children who grow up in a family where the father is absent suffer from an identity crisis and disciplinary problems.

It is not the children who are affected psychologically by the absence of one parent. On this note, Hamid et al (2013) observe that single mothers may experience psychological distress due to the resultant pressure of raising their children alone which may affect their children social behavior. Moreover, children growing up in a household headed by a mother often lack a role model (Clowes et al., 2013). Children require a parent role model to emulate. Due to the reasons advanced here, students from single parent families perform poorly relative to their peers from two parent families.

Several studies have been undertaken to investigate the influence of family on students' academic performance. For instance, Johnson (2015) investigated the effect of family structure on student academic achievement. The study involved 96 students. Students' data

was generated from Student Information System (SIS) of the selected school district of Southeast Missouri. The study results indicated that students from both parents performed far better than their counterparts from single parent families. However, this study involved a smaller sample of 96 students while the present study included 498 respondents. Again, this study was done in a foreign context while the current study was done locally in Kenya.

Just like in many other countries, the proportion of single parent families resulting from divorces has increased in Japan (Zhou, 2014). According to the Ministry of Health, Labor and Welfare (2011), households headed by single parents are more often poor. In addition, children from these poor single parent families tend to have poor academic outcomes. To further these findings, Tobishima (2018) using data from Programme for International Students Assessment (PISA) examined the effect of single parenthood on children's academic performance in Japan. Results of the study showed that there was a statistically significant difference in academic performance between students from two parent households and single parent households. The study concluded that the academic performance of students from single parent households was low because mothers had a low level of education and income. This was probably true because lack of income affects a parent's ability to provide educational resources while the level of education may affect the academic support offered to a child. This study employed secondary data while the present study gathered secondary data.

In a study that investigated effects of family structure on the academic performance of children in Kumasi Metropolis, Ghana, Azumah et al (2018) showed that there was no significant difference in academic performance between children from both parent families and single parent families. The findings of this study conflict with existing empirical evidence which indicates that students from single parent families are academically disadvantaged relative to their peers from both parent families. This study employed a case study design and used a stratified random sampling technique to include a sample of 80 students. This study is however different from the current study because it employed a descriptive research survey design as opposed to a case research design. While the reviewed study is foreign, the present study was conducted locally.

By employing an ex post facto research design and including a sample of 34 students, Maposa et al (2020) undertook a quantitative study in Kuwadzana, Harare, Zimbabwe to ascertain the influence of single parenting on academic achievement. Results showed that children from single parent families had low achievement scores when compared with their counterparts from both parent families. The study results are consistent with existing literature which asserts that single parenthood is of negative consequence on academic performance (Amato, 2010). The reviewed study employed an ex post facto research design while the present study adopted a descriptive survey research design. In terms of data analysis, the present study employed inferential analysis methods to establish the relationship between variables which is completely absent in the reviewed study.

Studies on the influence of single parenthood have also been undertaken in Kenya. On this note, Nato (2016) explored the influence of family structure on academic performance among secondary school students in Bungoma East Sub-County, Kenya. This study employed an ex post facto research design and included a sample of 323 respondents who were selected through a simple random sampling technique. The study results revealed a weak negative relationship between single parent families and students' academic performance. The study findings support assertions that single parenting is of negative consequence on students' academic performance. Although this study was implemented in Kenya just like the present study, it adopted an ex post facto research design while the current study adopted a descriptive survey research design.

Kimaru et al (2020) investigated the influence of family structure on students' academic performance in public secondary schools in Kiambu County, Kenya. The study employed a descriptive survey research design and stratified random sampling technique to identify the participating schools where a sample of 385 students was selected using a simple random sampling technique. The study did not report any significant statistical difference in the academic performance of children from single parent families and those from both parent families. The findings are inconsistent with studies conducted in Western countries that indicate that students from two-parent families perform better in academic performance than their counterparts from single parent families (Sun & Li, 2011;

Sandstrom & Huerta, 2013; Hampden-Thompson & Galindo, 2015). The inconsistencies warranted further investigation and therefore, this study was conducted in public secondary schools in Kangundo Sub-county where a study of this kind had not been conducted.

2.7 Summary of Literature Review

Literature reviewed under objective one indicates that parental level of education has positive influence on academic performance. This position is supported and contradicted by reviewed studies. Globally, Clearinghouse for Military Family Readiness at Penn State (2020) study conducted in USA, Bakar et al (2017) study done in Malaysia, Idris et al (2020) study done in Pakistan are consistent that parental level of education has positive significant influence on academic performance. Regionally, Odikpo and Ejide (2021) study done in Nigeria, Baliyan (2012) study done in Botswana, and Gilman (2019) study done in Tanzania have similarly established that parental level of education is positively related with academic performance. Locally, the studies are consistent with Goro et al (2019) study that which found that parental level of education had a positive influence on academic achievement. However, these studies are contradicted by Koskei and Ngeno (2015), and Korir and Wambugu (2018) studies done in Kenya which established that parental level of education had no significant influence on academic performance.

Under the second objective, the narrative that emerges is that high level of parental income enhances academic performance and vice versa. Studies reviewed are consistent that parental income is positively related with students' academic performance. Studies done outside Africa region such Dahl and Lochner (2012) done in the USA, Lin and Han (2017) study done in China, Machebe et al (2017) study done in Japan are consistent that parental income has a positive influence on academic performance. In Africa, the findings are also supported by Omoniyi et al (2022) study done in South Africa which established that low parental income was of negative consequence to students' academic achievement. The findings are consistent with Gemechu (2018) study done in Ethiopia which established a weak positive relationship between family income and students' academic achievement. Locally, the findings are supported by Kiboi (2018) study done in Bugoma County which found that parental level of income was positively correlated with students' academic

performance.

Literature review under the third objective indicates that parental involvement in monitoring learning activities enhances educational outcomes. This position is supported by Ates (2021) meta-analysis of dozens of studies which established that parental involvement and academic achievement were positively correlated variables. Ates (2021) meta-analysis is consistent with Flores et al (2021) study done in Philippines that established a positive correlation between parents' role in monitoring learning activities and academic activities. Regionally, the studies are consistent with Gyamfi and Pobbi (2016) study done in Ghana, Omary et al (2021) study done in Tanzania and Asiimwe and Magunda (2017) study done in Uganda which reports positive correlation between parental (involvement) role in monitoring learning activities and academic performance. Locally, the studies are supported by Makhoka et al (2018) that finds that parental role in monitoring learning activities is positively correlated with students' academic performance and thus support other reviewed studies.

Under single parent family, literature asserts that single parenting is of negative consequence to academic performance. Students from both parents are expected to perform better than students' from single parent families. This position is supported by Johnson (2015) study in USA and Tobishima (2018) in a study done in Japan which established a significant difference in academic performance between students from both parent families and students from single parent families. The findings are supported by Maposa et al (2020) done in Zimbabwe which showed that children from single parent families had low achievement scores when compared with their counterparts from both parent families.

The studies are inconsistent with Azumah et al (2018) study done in Ghana which found no significant difference in academic performance between children from both parent families and single parent families. The findings are supported by Nato (2016) study done in Bungoma East Sub-County, Kenya which established a negative relationship between single parent family and academic performance. The findings are inconsistent with Kimaru et al (2020) study done in Kiambu County, Kenya which did not find any significant

difference in the academic performance of children from single parent families and those from both parent families. Kiambu County is a peri-urbane environment where single mothers could be working as opposed to Bugoma which is largely rural.

2.8 Theoretical Framework

This study was anchored on Epstein (1995) Framework of six types of parental involvement model developed from Epstein's theory of Overlapping Spears of Influence. Epstein developed a model that conceptualizes six major types of parental involvement that are common in school – home (parent) partnerships across home, school and community settings (Epstein, 1995; Epstein, 2011; Epstein et al., 2019). Epstein opines that schools should partner with parents to create family-like schools where each child feels special and included (Epstein et al., 2019). She also points out that parents should partner with schools to be helped to create school-like families where the importance of school, homework and other activities is reinforced. Epstein identifies six types of parental involvement which include: Parenting, communicating, volunteering, learning at home, decision making, and collaborating with community. The framework has been revised to give specific practices that schools can do to help parents to increase each of the six types of involvement (Epstein, 1995; Epstein, 2011; Epstein et al., 2019).

According to Epstein (1995), parenting addresses the responsibilities that parents have to create a supportive home learning environment. Under this obligation, parents are supposed to provide a safe and healthy home environment, adopt positive parenting practices, and establish conditions that support learning at home. Epstein stipulates that schools should offer parents support on how they can create a supportive home leaning environment. Applying this model, principals in Kenya public schools can, for instance, discharge this important duty by holding parents' meetings and seminars to train and educate parents on how they can create a positive home learning environment. By doing that, schools can help parents to create family like schools where the importance of education is reinforced (Epstein et al., 2019).

Communicating is a fundamental duty of the school of informing parents on their children's progress and school programs. It is emphasized that a two-way communication, for instance, between the school and the parent and between the parent and the school, is important to strengthen home – school partnerships. Schools can communicate with parents through report cards, newsletters, phone calls, parents' meetings (Epstein, 2011). Schools should enhance opportunities for communicating with parents through exploiting different channels of communication. Other than using the traditional channels of communication, principals in Kenya can go ahead and make use of social media where they can create school facebook pages and open parents' WhatsApp groups. This can enhance the communication between school and parents.

Volunteering can be done by anyone who supports school goals, student learning activities, and school development. Epstein opines that schools can seek parent support. To Epstein, volunteering does not have to occur during school hours or within school's physical boundaries. She avers that, for instance, a school can establish a family resource centre that can be useful for volunteer work, resources related to volunteer work, meetings, and coordination of volunteers (Epstein, 2011). In this way, schools can establish schools like families (Epstein et al., 2019). Principals can set up an office dedicated to coordinate school – parent initiatives.

According to Epstein (2011), learning at home highlights the obligations schools have of sharing information and ideas with parents (families) to be able to support students' home based learning activities such as homework, other curriculum activities, decisions, and planning. Through training, schools can educate parents on homework policies and how to monitor learning activities. School can therefore help parents to create family like schools where the importance of homework is emphasized (Epstein et al., 2019). Learning at home enhances parent-school as well as parent child communication. Parents want to help their children in their home learning activities but in most cases, they do not know how to do it. In application of this theory, principals can hold frequent meeting to train parents on how they can help their children at home.

Decision making can be seen as the obligation placed on school authorities to include parents in school decisions and governance. Epstein (2011), for instance, maintains that schools can involve parents in school decisions through establishing parent – teacher associations, and school governing councils. The essence of involving parents in school decisions is to ensure parents' voices are heard in key decisions that affect their children education.

Collaborating with community is when schools solicit community support to strengthen school programs, family practices, student learning, and school development (Epstein, 2011). To achieve this, schools should provide information on recreational and social support programs that support students' learning at home and school. In this way, schools can integrate community services, resources and partners into the educational processes (Epstein et al., 2019). Principals can: organize fundraiser to raise funds for school programs or development projects; provide information on availability of various government bursary programs; and can provide information on availability of community library services that students can access during holidays.

Like any theory, this model has its share of strengths and weakness. The strengths of the framework include: it shows in a concrete way what schools can do to facilitate various types of family involvement; it is fairly easy to understand and operationalize; and it is widely researched and validated. Indeed, this model is effective in enhancing the quality of parental involvement and increase students' academic achievement (Sheldon, 2005; Griffin & Steen, 2010). The model has been endorsed by John Hopkins University in Maryland, USA to develop the National Network of Partnership for Schools (NNPS), a program that assists schools to develop school-parent-community partnerships (Hutchins & Sheldon, 2013; Epping, 2018). This suggests that the model has received wide acceptability.

However, the model has been criticized for continuing to position the school as the one that sets the agenda thus limiting the goals of beneficial partnerships (Stitt & Brooks, 2014). Critics claim that the model does not emphasize issues of power and status. Relating to the

present study, this framework explains how parents, irrespective of their limitations such as level of education, level of income, level of monitoring learning activities, and family status can be assisted by schools to discharge their roles effectively and hence, facilitate the academic performance of their children. Despite its weaknesses the study found the model appropriate because it addressed the study objectives.

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2.9 Conceptual Framework

The conceptual framework of the study is as illustrated below.

Independent variables

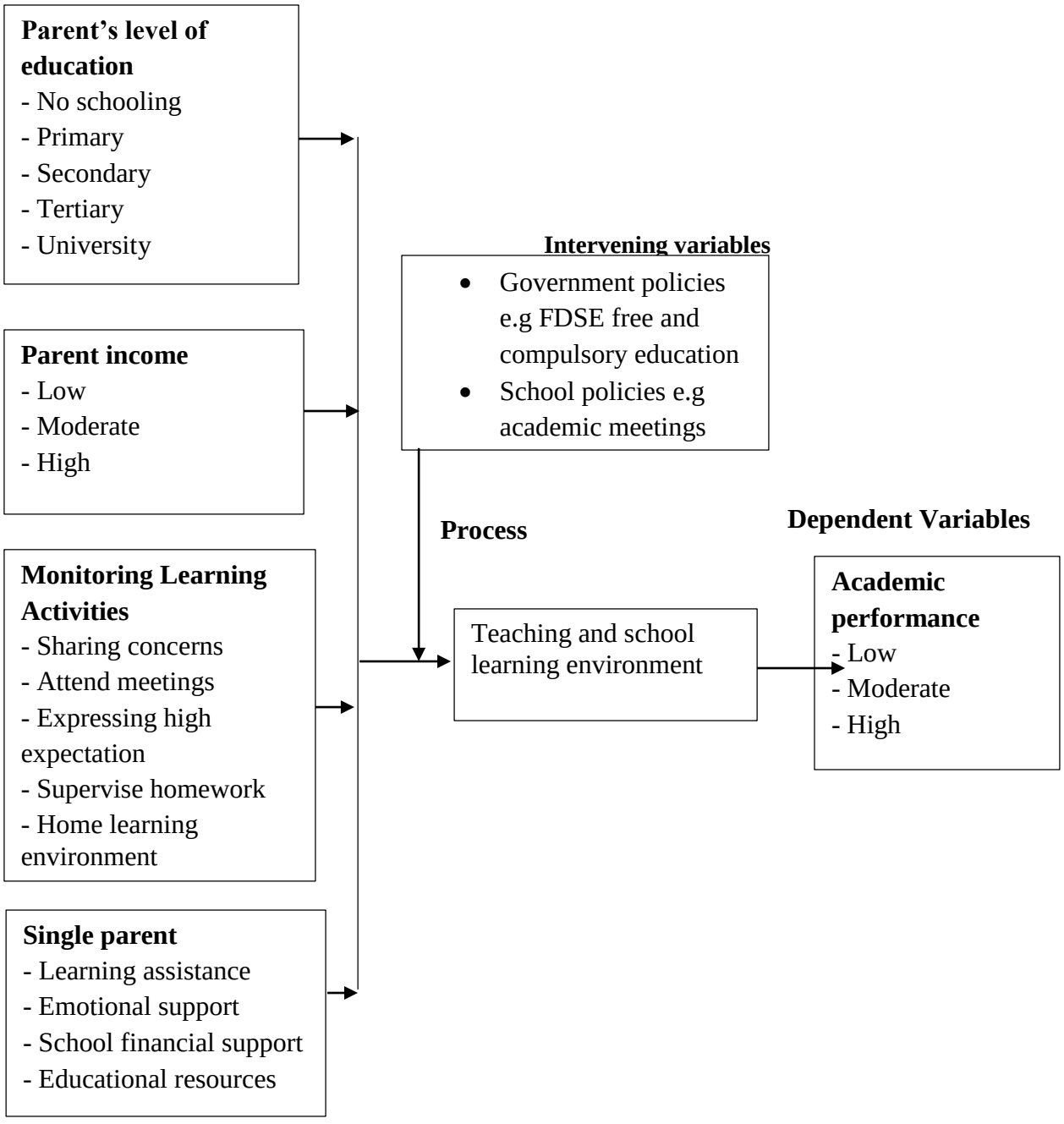


Figure: 2.1: Conceptual Framework showing the interrelationship between the study variables

It is conceptualized that the independent variables will first influence positively or

negatively the teaching and learning environment which will then influence either positively or negatively the academic performance of students leading to low, moderate and high performance. Highly educated parents will supervise and assist their children to do their homework, give intellectual support, pay fees, provide learning materials and will also help their children to develop good attitudes and values towards education which will create a positive teaching and learning environment which will then influence the academic performance positively leading to high performance. Conversely, parents with low level of education will not be in a position to support their children fully leading to unsupportive teaching and learning environment which will then lead to poor performance of their children.

High income parents will invest more in the academic enterprise of their children and thus create a supportive teaching and learning environment that will directly influence academic performance of their children positively leading to high performance. On the contrary, poor parents will not provide the required educational resources and this will create unsupportive teaching and learning environment that will lead to poor performance. Parents whose level of monitoring their children's learning activities is high will be able to support teaching and learning processes fully and thus lead to high academic performance. Parents who are less involved in monitoring the learning activities of their children will not be able to understand how to create a supportive learning and teaching environment and thus lead to low academic performance.

Single parents more often than not are not in position to provide educational resources, learning assistance, emotional and financial support to their children thus creating unsupportive teaching and learning environment which leads to low academic performance. The framework further suggests that the direct effects of the independent variables upon the mediating variable can be influenced by government and school policies. For instance, a Free Day Secondary Education (FDSE) policy can reduce the negative effects of parent level of income on academic performance. This framework was therefore used in interpretation of the study results in chapter 5.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter stipulates how the study was implemented. Sections outlined in this chapter are the introduction, research design, target population, sample size and sampling techniques, research instruments, validity of research instruments, reliability of research instruments, data collection procedures, data analysis techniques, and ethical considerations.

3.2 Research Design

According to Kothari and Gaurav (2014), a research design is a scheme, outline or plan that is used to generate answers to research problems. This study adopted a descriptive survey research design. Oso and Onen (2009) expound that a descriptive survey research design involves observing and accurately describing the behaviors of individuals in a certain situation without influencing them in any way. To Cooper and Schindler (2013), this design involves collecting data to answer questions on current status of subjects of the study. Kothari (2008) on the other hand states that descriptive surveys are concerned with describing the characteristics of a particular individual or a group. The independent variables of this study were parents' level of education, parents' level of income, parental monitoring of learning activities, and single parent family type while the independent variable of the study was students' academic performance. Therefore, this research design helped the researcher to collect data on the four parental characteristics (the independent variables) to describe how they influenced the academic performance of students in Kagundo Sub-couty public secondary schools.

3.3 Target Population

The target population is the population that the researcher uses to generalize the findings of the study (Mugenda & Mugenda, 2003). According to the Kangundo Education Office (2020), there are 27 public secondary schools, 2,663 form three students, 339 teachers and 27 Parent Association Chairpersons (PAC) in Kangundo Sub-county. This study targeted

all 27 school heads, all 339 teachers, all 2,663 form three students and all the 27 PAC in Kangundo Sub-county. The study included form threes only because they were considered to have considerable experience regarding their school life. It was also anticipated that they would be free compared to their seniors in form four who were expected to be busy preparing for their KCSE examination.

3.4 Sample Size and Sampling Techniques

A sample is defined as a smaller group obtained from the accessible population (Mugenda & Mugenda, 2003). Conversely, Orodho, Khatete and Muraneza (2016) define a sampling technique as a process of selecting a representative sample of the larger population. A census technique was employed to include all the 27 schools although 3 were used to pilot the study instruments. According to Kothari (2008), a census technique involves a complete enumeration of all items in the population. A census technique is recommended by Mugenda and Mugenda (2003) who stipulates that the entire population is to be included if it is below 30. Regarding the present study, the entire population of schools was 27, and therefore below 30. Thus, a census method was justified. With the exclusion of 3 pilot schools, the main study involved 24 schools where all the 24 school heads as well as all the 24 PAC of the participating schools were included in the study.

Out of the 339 teachers, the study included a sample of 102 teachers representing 30% of teachers' population recommended by Mugenda and Mugenda (2003). Stratified random sampling technique was employed to identify the 102 teachers. According to Taherdoost (2016), stratified random sampling technique involves dividing the population into strata (sub-groups) and then drawing a weighted random sample from each sub-group. Because teachers' population was not the same in each school, the 24 participating schools formed the strata from where weighted random samples were drawn. Thereafter, the desired sample of 102 teachers was drawn from each school using proportional allocation method as follows:

$$\text{Sample per school (S)} = \frac{\mathbf{n}}{\mathbf{N}} \times 102$$

Where S is sample per school, n is teachers' population in a school, and N Sub-

county teachers' population.

After establishing the required sample per school (S), simple random sampling technique was employed to select the participating teachers. Names of all the teachers in each school were written on pieces of paper, folded and shuffled in a cup. Then, the required number of folded pieces was selected to give the names of the participating teachers.

As for students, the study employed Yamene (1967) formula to determine the appropriate sample for students as follo

$$n = \frac{N}{1 + N(e)^2} \qquad n = \frac{2,663}{1 + 2,663\,(0.05)^2}$$

$$= 347.7 \approx 348 \text{ students}$$

Where n is sub-county sample size, N is sub-county population and **e** is sample error at 95% confidence level.

Because students' population was not the same in all the 24 participating schools, the study used stratified random sampling technique to select the 348 students proportionally according to their school's populations relative to the overall Sub-county population. Thus, proportional allocation method was used to allocate the 348 students per school as shown as shown:

$$\text{Sample per school} = \frac{m}{2,663} \times 348$$

Where m is the form three students' population in each school

After determining the sample per school, simple random sampling technique was used to select the participants in each school. Like it was done with teachers, all the names of form three students were written on pieces of paper and folded. The folded pieces were put in a bowel and shuffled. The required number of pieces was drawn from the bowel to give the actual names of the students.

In mixed gender schools, an equal number of boys and girls were chosen. To achieve this, the population was first stratified into boys' strata and girls' strata. Then, all the names of boys were written on pieces of paper, folded, put in a cup and shuffled. The required

number of pieces was chosen to give the actual names of the boys. Similarly, all the names of the girls were written on pieces of paper, folded and then shuffled in a cup. The required number was drawn to give the names of the participating students.

Table 3.1: Sample Size

Description	Population(N)	Sample Size (n)
School Heads	27	24
Parents' Association Chairpersons	27	24
Teachers	339	102
Students	2,663	348
Total	**3,056**	**498**

Source: Kangundo Sub-County Education Office, 2022

3.5 Research Instruments

Data for this study were collected through use of self-administered questionnaires and by conducting telephone interviews. In this regard, the study utilised three sets of questionnaires to gather data from principals, teachers and students. Further, an interview guide was utilised to administer telephone interviews with Parents' Association Chairpersons (PAC). Creswell (2014) opines that a questionnaire can be designed to have both closed ended and open ended questions. According to Mugenda and Mugenda (2003) questionnaires are preferred because they save time and uphold respondents' confidentiality. Due to the stated advantages, the questionnaires were employed in this study. On the other hand, Kothari (2008) states that interviews can be unstructured where the interviewer has flexibility in asking questions or structured where predetermined questions are asked in a certain order. The interviews can be personal involving face to face interactions or conducted through telephone in situations where access to participants may be limited. Because access to PACs was difficult, this study employed a structured interview guide to conduct telephone interviews with this class of respondents.

This study considered the principals as key informants. Their questionnaires consisted of six sections. Section A collected respondent's bio data regarding their gender, age and

professional qualification. Section B was designed to gather academic data for years 2017 through 2021. Respondents were required to indicate the school's KCSE mean scores as well as mean grades for the years under review. In section C, respondents were required to assess parental level of education. Participants were also expected to respond to a closed ended question using a 5 – point likert scale with 1 being strongly disagree and 5 strongly agree on how parents' level of education impacts academic support. Additionally, the section included a qualitative question that sought respondents' opinion on how parents' level of education affects students' academic performance.

Section D sought data on parents' level of income. Income was measured with 5 levels. The section had statements relating to how parents' income affects academic support. Respondents were to respond to a 5 – point likert scale where the lowest level of agreement was strongly disagree and the highest level was strongly agree. The section further had a qualitative question asking respondents to give their opinion on how income of a parent impacts parental support. Section E gathered data on parental monitoring of learning activities. Respondents were to express their level of agreement or disagreement based on a 5 point likert scale. The scale was calibrated as follows: 1 = never; 2 = rarely; 3 = occasionally; 4 = often; and 5 = always. Moreover, there was a qualitative question that sought respondents' opinion on how parental monitoring impacts academic performance. Section F collected data on family type. Participants were to respond to four statements regarding how single family impacts academic support using a 5 level likert scale with 1 as strongly disagree and 5 strongly agree.

The principals' questionnaire was triangulated to the teacher participants except that the section on academic performance was omitted. Triangulation increases validity of study results. Therefore the same questions, with their scales, given to the key informants who were the principals were replicated in the teachers' questionnaire. Section A was tailored to collect teachers' bio data on gender, age and level of education. Section B collected data on parents' level of education, section C gathered data on parents' level of income, section D collected data on parental monitoring of learning activities while section E sought data on single parent family times.

The students' questionnaire had 5 sections. Section A gathered students' data such as gender, age, marks obtained in Kenya Certificate of Primary Education (KCPE), and grade obtained in the previous term before the study. In section B, students were to: give the level of education of their parents; respond to a closed ended question by rating statements using a 5 point likert scale, with lowest level as strongly disagree and highest level as strongly agree. In addition, the section contained a qualitative question relating to how parental level of education affected their school life.

Section C sought data on their parents' level of education. There was a question for students to indicate the level of education of their parents, a closed ended question measured on 5 point likert scale, and a qualitative question. Section D gathered data on parents' level of monitoring learning activities.

One question measured the frequency of parents' monitoring of learning activities. Students were to respond to it using a 5 point likert scale that was calibrated as follows: 1 = never; 2 = rarely; 3 = occasionally; 4 = often; and 5 = always. The other question was an open ended where respondents were to give their views. Finally, section E collected data on single family. There was a question for students to indicate the type of family they came from. Students who came from single parent families were required to respond to a closed ended question using a 5 point likert scale that had the lowest level of agreement as strongly disagree and the highest level as strongly agree. This question sought the opinion of students on the kind of support they received from their families. Additionally, there was a qualitative question prompting students to list the challenges they experienced that affected their performance. Further to the three questionnaires, the study employed an interview guide which helped to administer interviews with PACs.

3.6 Validity of Research Instruments

Validity is the degree to which the empirical measure or several measures of the concept accurately measure the concept *(*Kothari & Gaurav, 2014). There are various measures of validity such as content validity and face validity among others. Creswell (2014) explains that content validity is the extent to which the questions on the instrument and the scores

from these questions represent all possible questions that could be asked about the content. On the other hand, Mohajan (2017) states that face validity consider how suitable the content of a test seems to be on the surface. The author alleges that face validity is similar to content validity, but it is a more informal and subjective assessment.

Mohajan (2017) avers that there is no universally accepted approach to measuring these types of validity. The author however states that expert judgment and piloting are two common approaches that are more often employed ascertain these types of validities. Content validity was ascertained through expert judgment where the instruments were presented to supervisors and research experts for review. The research experts identified content that needed to be: reworded; removed; added; among others. The feedback from expert judgment was used to improve the instruments.

In addition to expert validation, the instruments were piloted in 3 schools picked randomly from the sample and which were excluded from the main study. The pilot study involved the 3 principals and the 3 PAC of the participating schools, 30.0% of the teachers and 13.0% of students in each school. Simple random sampling technique was employed to select the participating teachers and students. According to Gay and Airasian (2009), piloting helps to establish the consistency of an instrument to report the same reports in different periods and to detect any inadequacies and ambiguities. The feedback from the pilot study was used to further improve the instruments. Particularly, the wording of the statements was improved and ambiguous words were simplified.

3.7 Reliability of Research Instruments

According to Mugenda and Mugenda (2003) reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials. An instrument should not give inconsistent results when administered to respondents in different testing periods. Thus, testing for reliability was important to ensure the study results could be relied upon. Test re-test reliability technique was thus used to ascertain the degree of reliability. The instruments were piloted in 3 randomly picked schools from the target population twice at

a time interval of two weeks. The results from the two testing periods were correlated using Pearson's Product Moment's Correlation formula shown below:

$$r = \frac{\sum XY - \left(N\bar{X}\bar{Y}\right)}{\sqrt{\left(\sum X^2 - N\bar{X}^2\right)\left(\sum Y^2 - N\bar{Y}^2\right)}}$$

Where X is the score of the first set of data for each participant, Y is the score of the second set of data for each participant, r is the correlation coefficient in the two sets of data and N is the total number of respondents engaged in pilot testing.

Coefficients range between 0 and 1. According to Mugenda and Mugenda (2003), coefficients above 0.7 are considered reliable. The principal's questionnaire achieved a coefficient of 0.817, the teacher's questionnaire 0.803 and the student's questionnaire 0.799. The instruments were thus considered reliable.

3.8 Data Collection Procedures

The researcher sought an introduction letter (see appendix vi) from Board of Postgraduate Studies (BPS) at South Eastern Kenya University (SEKU). Together with the approved proposal, the researcher used the clearance letter to apply for research permit at the National Commission for Science, Technology and Innovation (NACOSTI) online portal. After a few days, the researcher was notified through email that a research permit (see appendix vii) had been issued.

The permit was printed and presented to Kangundo Deputy County Commissioner's (DCC) Office and the Kangundo Sub-county Director of Education Office (SDE). The researcher was issued with an introduction letter (see appendix viii) from the DCC office authorizing collection of data within Kangundo Sub-county. The researcher was also issued with an authority letter (see appendix ix) from the SDE office permitting collection of data in public secondary schools within the Sub-county.

The researcher proceeded to the sampled schools for introduction and to seek consent to collect data from the school principals. In those introduction sections, the researcher discussed with the administrators the scope of the data collection. Because the

administrators are often busy, the researcher requested for a contact teacher who was to help in sampling participants. The contact teacher was particularly resourceful in facilitating the researcher-students and researcher-teachers interactions. The principals were issued with their interviews. After identifying the participating teachers, the researcher introduced self to them, informed them on the purpose of the study, and sought their consent before issuing them with questionnaires.

Similarly, after identifying the students, the researcher with the help of the contact teacher introduced self, briefed them on the purpose of the study and sought informed consent. The researcher further obtained telephone numbers of the PAC from the principals. They were called for introduction, briefing on the study and their permission was sought. Then, the researcher proceeded with telephone interview.

3.9 Data Analysis Techniques

Before data analysis, questionnaires were inspected to ascertain whether they were completely and appropriately filled. Incompletely filled questionnaires were discarded and therefore not analyzed. Data was coded and captured through Statistical Package for Social Science (SPSS) computer program (version 26.0) for analysis. Quantitative data was first analyzed descriptively through generating frequencies, percentages, means and standard deviations.

The principals' data were further processed for inferential analysis which involved correlational analysis. Data that were to be correlated were transformed to create new variables, for instance, academic performance (A), parental education (E), parental income (I), parental monitoring (M), and single parent (S). The intention was to run Pearson's Correlation and also generate a regression model. Regression analysis was expected to generate Analysis of Variance (ANOVA) and regression coefficients.

To choose an appropriate statistical technique, normality tests were done involving the transformed variables. Normality tests were aided by SPSS (Version 26.0). A variable was not normally distributed if the Shapiro-Wilk level of significance was below 0.05.

Conversely, a variable was normally distributed if the Shapiro-Wilk level of significance exceeded 0.05. It was determined that most of the variables were non parametric and therefore, non-parametric data analysis technique which involved Spearman's rank order correlation was preferred to Pearson's correlation. Regression analysis which is parametric data analysis technique was also abandoned. The variables that were to be correlated were further tested for linearity.

Spearman rank order correlation was performed at a 0.05 level of significance. Correlation coefficients range from -1, 0, and +1. The correlation coefficients were interpreted as follows: a 0 coefficient imputed that there was no association between the two variables; values ranging above 0 and below 0.5/-0.5 indicated a weak positive/negative correlation; values lying anywhere between 0.5/-0.5 to 7/-7 revealed a moderate positive/negative correlation; and values above 0.7/-0.7 to 1/-1 indicated a strong positive/negative relationship.

In addition, the correlation/relationship was assumed to be statistically significant ($p < 0.05$ or 0.01) if the model p value was lower than 0.05/0.01 and was not statistically significant *(*$p > 0.05/0.01$) if the p values was larger than 0.05/0.01. Hypothesis one was accepted or rejected at a 0.01 level of significance. Hypotheses two, three and four were accepted or rejected at a 0.05 level of significance. Quantitative data is presented in frequency distribution tables, correlation tables and in figures which include bar charts. Qualitative data was analyzed thematically through content analysis as per the study objectives. All qualitative data is presented in narratives to strengthen quantitative data

3.10 Ethical Considerations

Creswell (2014) agrees with Israel and Hay (2006) that researchers need to protect their research participants, develop a trust with them, promote the integrity of research, and guard against misconduct. Creswell (2014) points out that ethical questions include issues such as personal disclosure, authenticity, credibility of the research report, and issues of personal privacy. This study anticipated some potential ethical issues that would arise and consequently devised mitigation measures.

Before the study, the researcher wrote a letter to the Board of Postgraduate Studies (BPS) to have the proposal reviewed. This was in line with Creswell (2014) who says that researcher needs to have their research plans reviewed by Institutional Review Boards (IRB). The researcher was issued with an introduction letter that was used to apply for research permit at the National Commission for Science and Technology Innovation (NACOSTI) online portal. After a few days, the researcher was issued with a research permit to proceed with the study. While attaching the permit, the researcher wrote letters to Kangundo Deputy County Commissioner and Kangundo Sub-county Director of Education seeking permission to collect data in Kangundo public secondary schools. Authorization letters from the two offices were issued that were used to access schools.

At the beginning, the purpose of the study was disclosed to the study participants verbally and it was also printed at the introduction part of the instruments. Voluntary participation was sought from the study participants. Respondents were informed that they had a right to choose to participate or not to participate. They were also informed that their participation or non-participation would not affect them in any way.

While analyzing the data, attempts were made to ensure the researcher remained objective and avoided taking sides and reporting only positive results. For instance, in quantitative questions, the researcher reported the actual results. In qualitative questions, the researcher reported both negative and positive opinions. Further, the researcher protected the privacy of the respondents by ensuring that they participated in the study anonymously. To achieve this, respondents were not required to indicate their names, the names of their schools, their phone numbers or anything that could identify them. This was emphasized verbally and at the introduction part of the questionnaire. In reporting qualitative data, pseudonyms and alphabetical letters were adopted to denote participants.

In reporting the study results, the researcher minimized plagiarism by acknowledging the sources. Also, the researcher made use of the ant-plagiarism software at SEKU. Research raw data will be kept confidential for six months where upon that time; it will be destroyed

by burning to ensure it does not fall into hands of third parties. Computer files are encrypted to prevent unauthorized access.

CHAPTER FOUR

4.0 RESEARCH RESULTS

4.1 Introduction

This chapter presents the study results. Section 4.1 presents the introduction that explains how the chapter is structured, section 4.2 tabulates data on response rate, section 4.3 presents analyzed data on principals' background information, section 4.4 analysis data on teachers' background information, section 4.5 presents data on students' background information, section 4.6 gives analyzed data on academic performance. Additionally, section 4.7 through section 4.11 presents the main study findings per the four objectives.

4.2 Response Rate

This study involved 24 principals, 102 teachers, 348 students, and 24 Parents' Association Chairpersons (PAC). Data from principals, teachers, and students were collected by administering questionnaires while the PACs were telephone-interviewed. Table 4.1 tabulates the response rates of various classes of respondents.

Table 4.1: Response Rate

Nature of instrument	Number of Instruments	Fully attended to	Response Rate
Principals	24	22	91.7
Teachers	102	93	91.2
Students	348	315	90.5
PAC	24	18	79.2
Total	**498**	**448**	**88.15**

Out of the 24 questionnaires administered to the principal respondents, only 22 were completely filled and analyzed thus giving a response rate of 91.7%. Only 93 questionnaires out of 102 administered to teachers were satisfactorily filled and thus analyzed giving a response rate of 91.2%. From the 348 questionnaires given to students' respondents, only 315 questionnaires were returned fully attended to and analyzed thus

achieving a response rate of 90.5%. As for Parents' Association Chairpersons (PAC) interviews that were conducted through telephone interview, 6 respondents declined to participate in the study. Therefore, a response rate of 79.2% was achieved for the PACs. In total, out of the 498 respondents that were sampled, only 448 fully participated in the study. The study achieved a cumulative response rate of 88.15% which is considered high. Mugenda and Mugenda (2003) say a response rate of above 70% is high.

4.3. Demographic Information of the Principals

The study collected principals' bio-data. Sections 4.3.1 to 4.3.3 present the results.

4.3.1. Gender of the Principals

The study sought information on principals' gender. The results are analyzed and presented in Table 4.2.

Table 4.2: Gender of the Principals

Gender	Frequency	Percent
Male	15	68.2
Female	7	31.8
Total	**22**	**100.0**

Table 4.2 gives the results. The results reveal that slightly more than two-thirds (68.2%) of the principals were males while nearly a third (31.8%) were females. It is clear from the results that the male gender still dominates management of public schools. The results highlight high gender parity in favor of males in school headship. There is need for government to put deliberate strategies to ensure gender balance is achieved.

4.3.2 Age Bracket of the Principals

The study investigated the principals' age. Respondents were presented with several age brackets to choose which applied to them. Table 4.3 gives the study results.

Table 4.3: Age of the Principals

Age Bracket	Frequency	Percent
41-50	8	36.4
51-60	14	63.6
Total	**22**	**100.0**

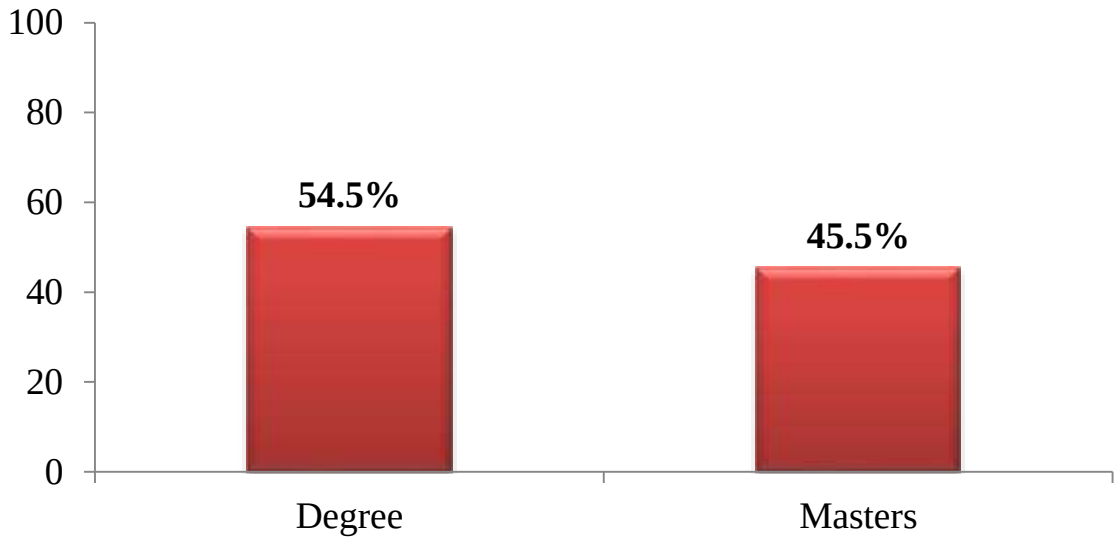
Results presented in Table 4.3 show that the majority of the principals, represented by 63.6%, indicated that their age was between 51 – 60 years while the minority revealed that they were between 41 – 50 years of age. The results suggest that the principals, who were the key informants, had the necessary experience to comment on how parental characteristics influenced academic performance in their schools.

4.3.3 Principals' Level of Education

The study probed the highest level of education attained by the principals. The results were analyzed and presented in figure 4.1.

Figure 4.1

Principals' Level of Education



The results show that slightly more than half of the respondents, represented by 54.5%, were holders of first degree while 45.5% had attained a Master's degree. Relatively, the results depict that a good number of the principals had acquired a Master's degree.

Principals ought to have a higher qualification beyond a first degree to deliver on their complex duties of steering the school and offering instructional leadership to teachers. Concerning this study, a significant number of the principals had postgraduate experience and therefore accorded the researcher a good level of support during data collection.

4.4. Demographic Information of the Teachers

Similarly, the study gathered bio data of the teachers. The scope of the information sought included gender, age, and level of education. Sections 4.4.1 to 4.4.3 present the analyzed data.

4.4.1 Gender of the Teachers

The questionnaire for teacher respondents asked teachers to indicate their gender. Table 4.4 presents the analyzed responses.

Table 4.4: Gender of the Teachers

Gender	Frequency	Percent
Male	54	58.1
Female	39	41.9
Total	**93**	**100.0**

Results shown in Table 4.4 show that the majority of the teachers, represented by 58.1%, were males while 41.9% were females. Although the results still confirm the prevalence of high gender parity in favor of males, the situation is not as bad as in Table 4.2 were only less than a third of the principals were females. However, the results suggest that barriers still hinder women from attaining quality education.

4.4.2 Age of the Teachers

Teachers were requested to indicate their age. Respondents were given several age brackets to choose which best suited them. Table 4.5 gives the analyzed data.

Table 4.5: Age of the Teachers

Age Bracket	Frequency	Percent	Cumulative
21-30	37	39.8	39.8
31-40	41	44.1	83.9
41-50	10	10.8	94.7
51-60	5	5.4	100.0
Total	**93**	**100.0**	

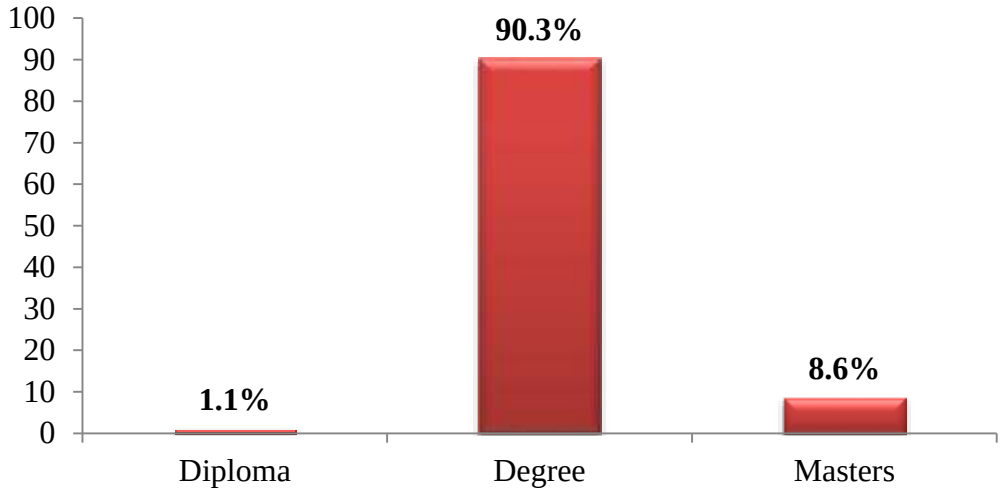
According to Table 4.5, 39.8% of the teachers were between 21 - 30 years, the majority, represented by 44.1%, were between 31 – 44 years, 10.8% were between 41 – 50 years, and only 5.4% were above 51 years. Cumulatively, it is clear from the results that 83.9% of sampled teachers were 40 years and below. The results suggest that public secondary schools in Kangundo Sub-county had youthful teachers.

4.4.3 Teachers' Level of Education

The study probed teachers' level of education. Respondents were asked to indicate the highest level of education they had attained. Responses are analyzed in Figure 4.2.

Figure 4.2

Teachers' Level of Education



Results reported in Figure 4.2 show that the majority of the teachers, as represented by 90.3%, were holders of the first degree. Only 1.1% of teachers indicated that they had

attained a diploma. A further 8.6% affirmed that their highest level of education was a Master's degree. A Kenyan teacher at the secondary school level is required to have at least a diploma in education. Going by the results, all the surveyed teachers were professionally competent to implement the curriculum effectively. Thus, teacher qualification was not a possible influencer on students' academic performance.

4.5 Background Information of the Students

The study investigated students' background information that included gender, age, and grade obtained in the last term preceding the study.

4.5.1 Gender of the Students

The study sought information on students' gender. The data is analyzed and presented in Table 4.6.

Table 4.6: Gender of the Students

Gender	Frequency	Percent
Male	161	51.1
Female	154	48.9
Total	**315**	**100.0**

Results captured in Table 4.6 reveal that majority of the students, represented by 51.1%, were boys while girls lagged slightly behind at 48.9%. This data shows that the gender gap is small at the secondary school level and it is tilted in favor of boys. However, Tables 4.3 and 4.2 confirm that gender parity in favor of boy-child widens as girls climb up the educational and career path later in life. Thus, the gender gap has negative consequences for future opportunities in life for the girl child.

4.5.2 Age of the Students

The study investigated the students' age. Table 4.7 tabulates the analyzed results.

Table 4.7: Age of the Students

Age Bracket	Frequency	Percent	Cumulative Percent
14-16	96	30.5	30.5
17-19	217	68.9	99.4
Above 20	2	0.6	100.0
Total	**315**	**100.0**	

Results presented in Table 4.7 reveal that 30.5% of the students indicated that they were between 14 – 16 years of age, the majority of them, as indicated by 68.9%, were between 17 – 19 years of age while 0.6% were 20 years and above. Cumulatively, almost all students (99.4%), were below 19 years of age. Thus, the results confirm that the students had the appropriate age to be in secondary schools. Moreover, the results indicate that the students were in their adolescence stage. Adolescence is a difficult stage where students experience emotional and psychological imbalances. The results suggest that students at secondary schools require parents to play a crucial role in their educational endeavors because they have not fully matured to make sound decisions.

4.5.3 Mean Grade Obtained Before the Study

The study sought information on students' previous performance. The data was analyzed and presented in Table 4.8.

Table 4.8: Mean Grade Obtained in Previous Term Before the Study

Age Bracket	Frequency	Percent	Cumulative Percent
Between E and D-	19	6.0	6.0
Between D and D+	94	29.8	35.8
Between C- and C	111	35.2	71.0
Between C+ and B	85	27.0	98.1
Above B+	6	1.9	100.0
Total	**315**	**100.0**	

Table 4.8 reveals that about a third of the students scored poor-quality grades. These included 6.0% who obtained between mean grades E and D-, and 29.8% who had attained mean grades D and D+. About 35.2% of students achieved average mean grades of C- and C. The 27.0% of students scored good mean grades ranging between C+ and B, while only 1.9% attained excellent grades of B+ and above. Cumulatively, only 28.9% of the students achieved mean grades above C+. Despite the quality and conduct of the internal exams, this transition rate to university could fall to 10.2% by the time the students write their KCSE at form four. With students' academic performance still low, it was justified to conduct this study to investigate parent-related factors that could be militating against good academic performance in Kangundo Sub-county public secondary schools.

4.6. Academic Performance for the Period 2018 – 2021

The dependent variable for this study was academic performance. It was measured by the mean score and grades obtained by the students at the KCSE examination. Principals, who were key informants, were asked to tabulate the mean scores for their schools for the period 2018 – 2021. Table 4.9 gives the academic performance of the sampled schools for the period under review.

Table 4.9: KCSE Mean Score for the Period 2018 – 2021

Year	Mean Score	Std. Deviation	Mean Grades
2018	3.32	1.154	D
2019	3.293	1.067	D
2020	3.047	.963	D
2021	2.996	.805	D

Table 4.9 gives the analysis of the mean scores of the 22 out of 24 targeted schools that fully participated in the study. The analysis shows that the mean fell from 3.32 in 2018 to 2.996 in 2021. The mean suggests that majority of the students have scored poor grades. Thus, this study was urgent to expose possible influencers of poor academic performance

in Kangundo Sub-county public secondary schools.

4.7. Presentation of the Main Study Findings

The study had four research objectives. It sought to: establish the influence of parental level of education on students' academic performance; determine the influence of parents' level of income on students' academic performance; establish the influence of parents' role in monitoring learning activities on students' academic performance; and to determine the influence of single family type on students' academic performance. Data on the four research objectives are presented in the remainder of the chapter.

4.8. Parent Level of Education and Students' Academic Performance

The study investigated how parents' level of education influenced students' academic performance. Data on parents' level of education was obtained from the principals and corroborated by views from teachers, students, and PA Chairpersons. The study further sought the opinions of the principals, teachers, students, and PA chairpersons on how parents' level of education influences the academic performance of students. The study further conducted an inferential analysis to determine the extent to which parent level of education influences students' academic performance.

4.8.1. Parents' Level of Education and Students' Academic Performance as reported by Principals

In order to establish how parents' level of education influenced students' academic performance, principal respondents were first asked to assess the level of education of majority of parents in their schools. Data regarding this question is analyzed and presented in Figure 4.3.

Figure 4.3

Parents' Level of Education and Students' Academic Performance as Assessed by Principals

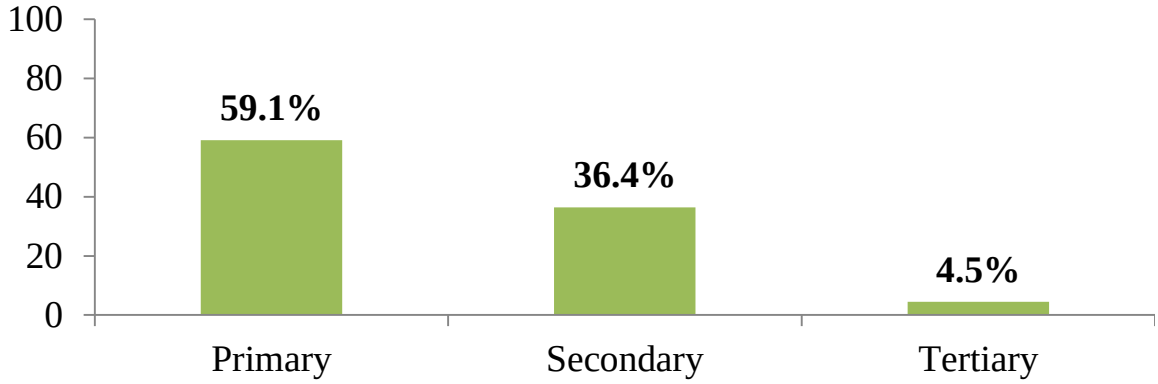


Figure 4.3 shows that 59.1% of the principals indicated that majority of the parents in their schools had attained primary school-level education. The results also indicate that 36.4% of the principals revealed that majority of the parents in their schools had secondary school level education while 4.5% affirmed that majority of the parents had attained tertiary level education. Cumulatively, as many as 95.5% of the principals reported that majority of the parents had achieved a primary and secondary level of education which is considered low.

4.8.2. Influence of Parents' Level of Education on Students' Academic Performance as Per Principals' Views

The study investigated how parents' level of education influenced their children learning. Principals responded to 6 statements using a 5- level Likert scale. Table 4.10 gives an analysis of the responses.

Table 4.10: Principals' Views on How Parents' Level of Education Influences Students' Learning

Statement	SD	D	N	A	SA	M	S.D
Majority of the parents supervise their children to do their homework	F 4	9	6	2	1	2.41	1.054
	% 18.2	40.9	27.3	9.1	4.5		
Majority of the parents assist their children to do their homework	F 3	8	7	2	2	2.64	1.136
	% 13.6	36.4	31.8	9.1	9.1		
Majority of the parents give their children moral support	F 2	9	7	3	1	2.64	1.002
	% 9.1	40.9	31.8	13.6	4.5		
Majority of the parents pay school fees on time	F 4	9	5	3	1	2.45	1.101
	% 18.2	40.9	22.7	13.6	4.5		
Majority of the parents provide their children with adequate learning materials	F 4	10	4	3	1	2.41	1.098
	% 18.2	45.5	18.2	13.6	4.5		
Majority of the parents help their children to develop appropriate attitudes and values	F 1	6	12	2	1	2.82	0.853
	% 4.5	27.3	54.5	9.1	4.5		

Results depicted in Figure 4.3 reveal that majority of the parents had a low level of education. Table 4.10 shows how parents' level of education influenced students learning activities and hence, their academic performance. Principals were asked to respond on whether majority of the parents supervised their children to accomplish their homework. Responses indicate that majority of principals disagreed, as affirmed by 40.9% who disagreed and a further 18.2% who strongly disagreed, with the statement. About 27.3% were neutral. On the contrary, only a few respondents revealed that students were supervised to do their homework. These are represented by 9.1% who agreed and a further 4.5% who strongly agreed with the statement. The computed mean for the responses indicates that principals disagreed (M=2.41) that parents supervised their children to do their homework. The standard deviation (SD=1.054) confirms that the principals' views

were dispersed across the Likert scale.

Principals were asked to indicate whether parents assisted their children to do their homework. The majority of the principals were of contrary opinion. These were represented by 36.4% who disagreed and a further 13.6% who strongly disagreed with the statement. The percentage of those who agreed and strongly agreed with the statement was the same at 9.1%. About 31.8% were neutral. A lower mean (M=2.64) confirms that a substantial number of the principals disagreed with the statement while the standard deviation (SD=1.136) suggests that the views exrequested concerning this statement were divergent.

The study probed principals on whether parents gave their children moral support. In their response, majority of them disagreed. This is according to 40.9% and a further 9.1% who disagreed and strongly disagreed respectively to the statement. However, a few respondents represented by 13.6% and 4.5% who agreed and strongly agreed respectively approved the statement. Nearly a third of the principals, represented by 31.8%, were neutral. A lower moderate mean of 2.64 suggests that majority of the responses were in disagreement while the standard deviation of 1.02 confirms that opinion was divided across the Likert scale.

The study sought to establish whether there was any nexus between the level of parents' education and fee payment. Thus, the principals were asked to respond to the statement on whether majority of parents paid school fees on time. From the analysis of the responses, 40.9% disagreed and a further 18.2% strongly disagreed with the statement. The results thus reveal that majority of parents did not pay school fees on time. Only a few principals represented by 13.6% and 4.5% who agreed and strongly agreed respectively disclosed that parents paid school fees on time. A sizeable number represented by 22.7% of the principals were neutral. Analysis of the mean (M=2.45) reveals that majority of the principals disagreed while the standard deviation (SD=1.101) suggests that the views exrequested regarding this statement were divergent.

In terms of academic material support, the study investigated whether parents provided

their children with adequate learning materials. From the analysis of the responses, majority of the principals represented by 45.5% disagreed and a further 18.2% strongly disagreed. It is clear from the responses that majority of the parents did not provide adequate learning materials. Indeed, it is only 13.6% and 4.5% who agreed and strongly agreed respectively affirmed that parents were providing adequate learning materials. About 18.2% exrequested a neutral opinion. A mean of 2.41 implies that indeed majority of the respondents disagreed with the statement while the standard deviation (SD=1.098) suggests that respondents gave divergent views.

Further, the study sought principals' views on whether parents helped their children to develop appropriate attitudes and values. When requested to respond to this statement, 27.3% and 4.5% disagreed and strongly disagreed respectively to the statement. On the other hand, 9.1% and 4.5% agreed and strongly agreed respectively that indeed parents helped their children to develop appropriate attitudes and values.

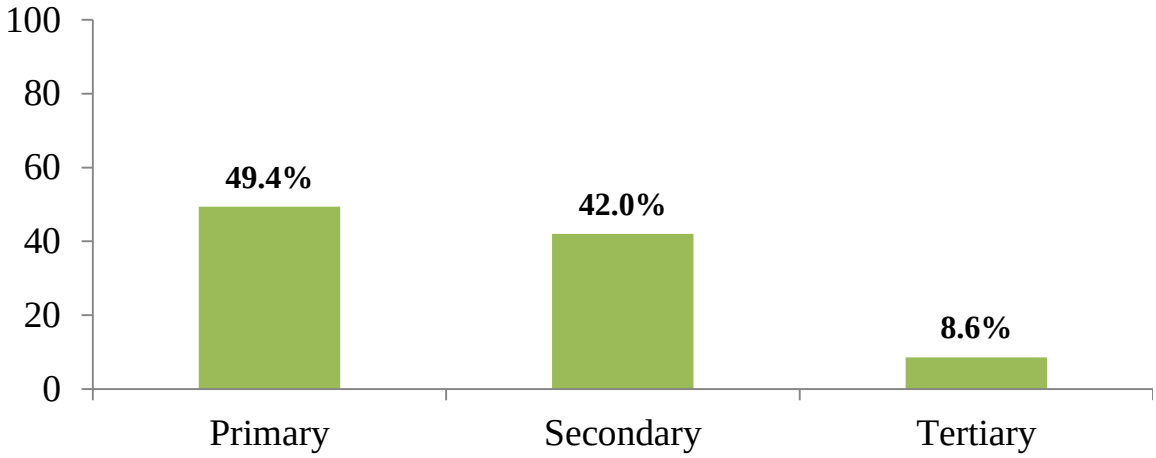
However, slightly more than half of the principals, represented by 54.5%, exrequested a neutral opinion. A moderately lower mean (M=2.82) indicates that a significant number of the principals disagreed that the majority of the parents helped their children to develop appropriate attitudes and values. The standard deviation (SD=0.853) suggests that the principals were converging while giving their views.

4.8.3. Parents' Level of Education and Students' Academic Performance as Reported by Teachers

To corroborate principals' views given in Figure 4.3 on the level of education of the majority of parents in their schools, the study asked teachers to assess the level of education of majority of the parents in their schools. The analysis of the responses is presented in Figure 4.4.

Figure 4.4

Parents' Level of Education and Students' Academic Performance as Reported by Teachers



From Figure 4.4, nearly half of the teachers, as represented by 49.4%, indicated that majority of the parents in their schools had attained primary school education. A significant percentage of teachers, as indicated by 42.0%, affirmed that majority of the parents in their schools had achieved secondary school education. Only 8.6% of the teachers felt that majority of the parents had tertiary-level education. Cumulatively, 91.4% of teachers affirmed that parents in their schools had achieved only primary and secondary school education.

These results are similar to the findings reported in Figure 4.3 where, cumulatively, as many as 95.5% of the principals indicated that majority of the parents in their schools had only attained primary and secondary school education. Thus, the findings confirm that majority of the parents in Kangundo Sub-county public secondary schools had a low level of education. The results in both figures 4.3 and 4.4 should be interpreted with caution because the questions asked the two classes of respondents to assess the level of education of "majority of parents."

4.8.4. Influence of Parents' Level of Education on Students' Academic Performance as Per Teachers' Views

The study sought teachers' views on how parents' level of education influenced their

children learning activities. In this regard, teachers were presented with 6 statements, similar to the ones presented to the principals in Table 4.10, to rate their level of agreement using a 5- point Likert scale. The scale was calibrated as follows: 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; and 5 = strongly agree. Table 4.11 gives the analyzed results.

Table 4.11: Teachers' Views on How Parents' Level of Education Influences Students' Learning

Statement	1	2	3	4	5	M	S.D
Majority of the parents supervise their children to do their homework	F 21 % 22.6	31 33.3	20 21.5	16 17.2	5 5.4	2.49	1.176
Majority of the parents assist their children to do their homework	F 11 % 11.8	46 49.5	13 14.0	19 20.4	4 4.3	2.56	1.078
Majority of the parents give their children moral support	F 6 % 6.5	49 52.7	18 19.4	16 17.2	4 4.3	2.60	0.991
Majority of the parents pay school fees on time	F 15 % 16.1	47 50.5	9 9.7	15 16.1	7 7.5	2.48	1.167
Majority of the parents provide their children with adequate learning materials	F 12 % 12.9	49 52.7	13 14.0	14 15.1	5 5.4	2.47	1.069
Majority of the parents help their children to develop appropriate attitudes and values	F 6 % 6.5	46 49.5	17 18.3	20 21.5	4 4.3	2.68	1.023

Table 4.11 presents the analyzed responses. Majority of the teachers, represented by 33.3% who disagreed and 22.6% who strongly disagreed, rejected the statement that alluded that majority of parents supervised their children to do their homework. Only a few of the teachers, represented by 17.2% who agreed and 5.4% who strongly agreed, indicated that

majority of the parents supervised their children to do their homework. About 21.5% were neutral. The mean (M=2.49) confirms that indeed the respondents disagreed that majority of the parents supervised their children to do their homework. The standard deviation (SD=1.176) reveals that teachers gave divergent views. The results are consistent with results obtained in Table 4.10 where majority of the principals similarly disagreed (M=2.41) that parents supervised their children to do homework.

Majority of the teachers disagreed that parents assisted their children to do their homework. They were represented by 49.5% who disagreed and 11.8% who strongly disagreed. On the contrary, 20.4% agreed and a further 4.3% strongly agreed that parents assisted their children to do their homework. About 14.0% exrequested a neutral opinion. A lower moderate mean confirms that majority of the principals disagreed (M=2.56). On the other hand, the standard deviation (SD=1.078) clarifies that the respondents gave a divergent opinions. The results obtained in Table 4.11 approve principals' claims reflected in Table 4.10 where majority of them disagreed (M=2.64) that parents assisted their children to do their homework.

Teachers were asked to indicate whether parents gave their children moral support. In their responses, majority of the teachers represented by 52.7% disagreed and a further 6.5% strongly disagreed with the statement. On the other hand, 17.2% and a further 4.3% agreed and strongly agreed respectively to the statement. About 19.4% exrequested a neutral opinion when requested to respond to the statement. A lower moderate mean implies that majority of the teachers disagreed (M=2.60) with the statement while the standard deviation (SD=0.991) suggests that the respondents were converging in their views. The results are similar to the ones obtained in Table 4.10 where majority of the principals disagreed (M=2.64) that parents gave their children moral support.

The study also sought teachers' views on whether parents paid school fees on time. Majority of the teachers, as affirmed by 50.5% who disagreed, and a further 16.1%, who strongly disagreed, rejected the statement. While 9.7% exrequested a neutral opinion, 16.1% and 7.5% agreed and strongly agreed respectively that parents paid school fees on

time. The mean reveals that majority of the respondents disagreed (M=2.48) with the statement while the standard deviation (SD=1.167) suggests that the views exrequested were divergent. Comparatively, the results obtained in Table 4.11 are similar to the results depicted in Table 4.10 where majority of the principal respondents disagreed (M=2.45) that majority of the parents paid school fees on time.

Teacher respondents were also asked to respond to the statement of whether parents provided their children with adequate learning materials. Majority of them, represented by 52.7% who disagreed and a further 12.9% who strongly disagreed, were of contrary opinion. About 14.0% exrequested a neutral opinion. However, 15.1% and a further 5.4% agreed and strongly agreed respectively that parents provided adequate learning materials. The mean confirms that indeed majority of the respondents disagreed (M=2.47) with the statement. The standard deviation (SD=1.069) suggests that responses were dispersed across the scale. The results validate principals' claims captured in Table 4.10 where majority of them disagreed (M=2.41) that parents provided their children with adequate learning materials.

Teacher respondents were further requested to indicate whether parents helped their children to develop appropriate attitudes and values. In their response, majority of the participants disagreed; as it was indicated by 49.5% and 6.5% who disagreed and strongly disagreed respectively. Conversely, about a quarter of the teacher, represented by 21.5% and 4.3% who agreed and strongly agreed respectively, answered in the affirmative. Those who exrequested a neutral opinion were 18.3%. A lower mean of 2.68 signifies disagreement with the statement while the standard deviation of 1.023 indicates that the opinion exrequested about this statement was diverse. Thus, the results approve the principals' claims reported in Table 4.10 where a moderate mean of 2.82 indicated a disagreement with a similar statement.

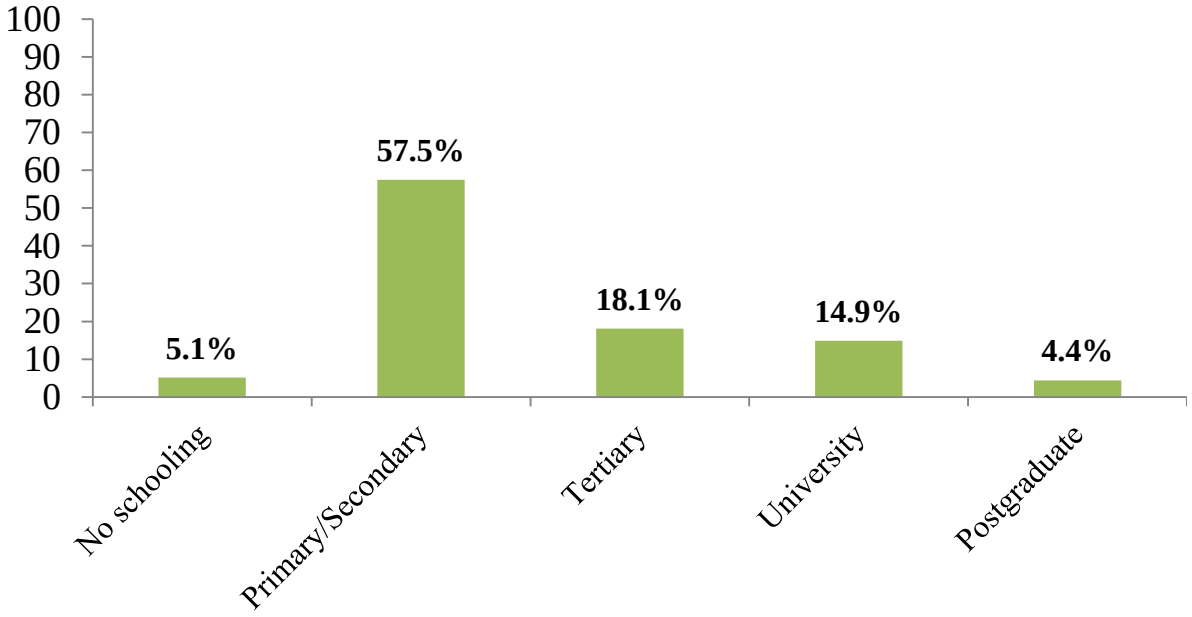
4.8.5. Parents' Level of Education and Students' Academic Performance as reported by Students

In Figures 4.3 and 4.4, the study asked principals and teachers to assess the level of

education of majority of parents in their schools. Students have a lot of information about their parents. The study similarly requested students to indicate the level of education of their parents. The analyzed responses are reported in Figure 4.5.

Figure 4.5

Parents' Level of Education and Students' Academic Performance as Reported by Students



From the students' responses captured in Figure 4.5, 5.1% indicated that their parents had not attended any school. More than half of the students, represented by 57.5%, revealed that their parents had at least a primary or secondary level of education. About 18.1% of the students affirmed that their parents had attended a tertiary institution. A tertiary institution offers a diploma or a certificate course. This level of training can be considered moderate. On the contrary, 14.9% of the students indicated that their parents had university education while a further 4.4% asserted that their parents had postgraduate qualifications. A basic degree or a postgraduate degree is considered a high level of education.

Cumulatively, 62.6% of the students affirmed that their parents had a low level of education ranging from no schooling to secondary level. The results are consistent with similar findings reported in Figures 4.3 and 4.4 where majority of the principals and teachers respectively indicated that majority of the parents in their schools had attained a low level

of education.

4.8.6. Students' Views on How their Parents' Level of Education Impacted their Academic Performance

The study sought opinions of the students on how their parents' level of education influenced their learning. Students answered the question using a 5-level Likert scale where 1 strongly disagreed and 5 strongly agree. Table 4.12 gives the results.

Table 4.12: Students' Views on How their Parents' Level of Education Influences their Learning

Statement	1	2	3	4	5	M	S.D
My parents supervise(s) me to do my homework	F 44 % 14.0	115 36.5	75 23.8	42 13.3	39 12.4	2.74	1.220
My father/mother help(s) me in setting academic goals	F 35 % 11.1	141 44.8	65 20.6	45 14.3	29 9.2	2.66	1.136
My father/mother pay(s) my school fees on time	F 30 % 9.5	156 49.5	51 16.2	49 15.6	29 9.2	2.65	1.133
My father/mother provide(s) extra books and revision materials in addition to what is provided by government	F 34 % 10.8	148 47.0	72 22.9	39 12.4	22 7.0	2.58	1.063

Students were requested to indicate whether their parents supervised them to do their homework. About half of the students represented by 36.5% disagreed and a further 14.0% strongly disagreed. On the contrary, 13.3% agreed and a further 12.4% strongly agreed that they were indeed supervised. About a quarter of the students, represented by 23.8%, exrequested a neutral opinion. A lower moderate mean (M=2.74) confirms that a significant number of students disagreed that they were supervised to do their home while the standard deviation (SD=1.220) confirms that the opinion was divided. Figures 4.3 through 4.5 reveal that majority of the parents in Kangundo Sub-county public secondary schools had low level of education.

Further, results presented in Tables' 10 and 11 confirm that majority of the parents were not supervising homework. It is thus clear that majority of the parents were not supervising homework because they lacked the requisite academic capacity. On the other hand, the few number of students who indicated that they were supervised to do their homework is consistent with an equally fewer number of parents whom this study established had higher educational qualifications.

Students were asked to indicate whether their parents helped them to set academic goals. Majority of the students, represented by 44.8% and 11.1% who disagreed and strongly disagreed respectively, indicated otherwise. Conversely, fewer students, represented by 14.3% and 9.2% who agreed and strongly agreed respectively, concurred that their parents played this important role. The percentage of students who exrequested a neutral opinion in regard to this statement was 20.6%. A lower mean suggests that majority of the students disagreed (M=2.66) while the standard deviation of 1.136 is indicative that responses were dispersed across the Likert scale. The results validate teachers' and principals' claims reported in Tables' 11 and 10 respectively where majority of them disagreed that parents were not giving their children intellectual support. It is probable that majority of the parents did not play this role because they did not have requisite educational qualifications as per Figures' 4.3, 4.4 and 4.5.

Probed on whether their parents paid school fees on time, majority of the students disagreed according to 49.5% and 9.5% who disagreed and strongly disagreed respectively. On the contrary, a fewer number of the students, represented by 15.6% and 9.2% who agreed and strongly agreed respectively, revealed that their parents paid school fees on time. About 16.2% exrequested a neutral opinion. A moderate lower mean indicates that majority of the students disagreed (M=2.65) with the statement while the standard deviation of 1.133 suggests that the views exrequested in regard to this statement were divergent. This finding corroborates principals' and teachers' views in Tables' 10 and 11 where majority of them similarly indicated that parents were not paying school fees on time.

Literature reviewed in this study asserted that educated parents are more likely to be

employed and hence have high level of income required to provide education resources. In view of this, it can be inferred that majority of parents were not paying schools fees on time because they had low education of education limiting them to secure a decent job as per Figures' 4.3 through 4.5. Similarly, the fewer number of students' who alleged that their school fees was paid on time is consistent with an equally fewer number of parents who this study establishes had high educational qualification. These were likely employees in good paying jobs.

The study further sought students' views on whether their parents provided extra books and revision materials in addition to what was provided by the government. Majority of the students, represented by 47.0% and 10.8% who disagreed and strongly disagreed respectively, affirmed that they were not provided with extra learning materials in form of books and revision materials. Only few students, represented by 12.4% and 7.0% who agreed and strongly agreed respectively, approved that they were provided with extra learning materials. About 22.9% were neutral regarding this statement. A further analysis yielded to a lower moderate mean of 2.58 that suggests that a significant number of the respondents were disagreeing. The results further show that the students gave diverse (SD=1.063) responses across the likert scale. The low levels of parent's education appear to have hindered majority of parents from securing a rewarding job hence limiting their income required to provide educational necessities.

4.8.7 Qualitative Analysis

Principals were asked to give their opinion on how parents' level of education impacted their school life. Majority of the respondents indicated that majority of the parents had a low level of education, were unemployed, and were unable to pay school fees on time, provide learning materials and meet other costs related to education. The views in support of these conclusions are highlighted by a few verbatim examples. For instance, Principal A noted, "Majority of the parents have a low level of education and are unemployed. As a consequence, they do not pay school fees on time. We are forced to send their children home more often. The students miss classes and this leads to poor performance." In addition, Principal C alluded, "Most parents with a low level of education do not provide

their children with extra learning materials such as revision materials, supplementary books, and calculators." On the other hand, a smaller number of the principals revealed that educated parents were playing their roles effectively. In this regard, Principal N asserts, "Our educated parents, who are career professionals, pay school fees on time and provide extra learning materials."

Majority of the principals intimated that the level of education affects the level of intellectual support offered to students. This view is explained by a few responses highlighted here. For instance, Principal L had this to say, "Majority of parents in this school cannot offer any academic help to their children because they have a low level of education." This view was echoed by many other respondents. The respondents indicated that the level of parents' education influences the formation of attitudes and values toward education. In this regard, Principal Y is quoted, "Parents with low educational backgrounds are not bothered by the poor performance of their children." Moreover, Principal P reiterates, "Educated parents understand the value of education. They can follow up on the performance of their children through subject teachers. Such parents are bold." The few examples given here reflect many such other opinions captured from the analysed responses.

Majority of the participants revealed that the level of education influences the level of moral and emotional support. Among the many responses in support of this claim, Principal T, for instance, submits, "Majority of parents in this school have very low educational qualifications. They do not see the importance of educating their children and hence do not provide moral and emotional support." Further, majority of the respondents highlighted that students were lacking role models to emulate because their parents had a low level of education. Such views are exemplified by Principal B who is quoted as saying, "Parents act as role models to their children. Most students in this school lack academic role models to emulate because their parents are not well educated."

On the other hand, there are those who indicated, albeit few, that some students are inspired by the education level of their parents. For instance, Principal U, representing the few

principals, maintains, “Some students in this school are inspired by their parents who are well-educated and doing well in their professions to attain good grades. For instance, such students tell us that they want to exceed their father’s/mother’s academic heights.”

Majority of the teachers agreed with their principal that the level of education determines whether the parent will be employed and if employed, his/her ability to fund the education of their children. In this regard, few responses are picked to represent the majority opinion. For example, Teacher A responds, “Educated parents are more likely to be employed. They provide their children with adequate learning resources leading to good performance.” Further, Teacher C adds, “Educated parents in well-paying jobs pay school fees on time and provide adequate learning materials. Their children are not absent from class and thus perform well.” Conversely, majority of the teachers maintained that uneducated parents offer minimal financial support. On this note, Teacher D asserts, “Uneducated parents are poor. Their children lack basic things and are frequently absent from school due to school fees. All these contribute to poor performance.”

On intellectual support, majority of teachers concurred that educated parents offer adequate intellectual support to their children because they have that kind of ability while pointing out that uneducated parents do not. Among the many responses, Teacher R explains, “Highly educated parents assist their children at home in some subjects. Poorly educated parents do not assist their children in things like doing homework because they lack academic capacity.” Majority of the respondents also argued that parental level of education is important in career guidance. In this regard, Teacher F observes, “Educated parents assist their children to pursue subjects related to careers suitable for them.” Teacher G avers, “Uneducated parents leave the child with no one to guide them on career choices.” It was also highlighted that the level of education increases parental involvement. Educated parents were found to provide a supportive home environment. For instance, Teacher L highlights, “Educated parents provide a conducive home environment for learning, unlike parents who are not educated.” Similar claims are advanced by Teacher W, “Educated parents give their children adequate time to have personal studies and they, more importantly, monitor their movements at home.” Majority of the respondents indicated that

educated parents are more likely to increase their level of monitoring their children school based activities. On this note, two responses are picked and highlighted here from among the many such claims. For instance, Teacher E is quoted as stating, "Educated parents, visit schools where their children are attending to check their progress and get feedback from teachers." Teacher V adds, "Educated parents make follow-up on the progress of their children in school. Uneducated parents do not value education."

Majority of the teachers also agreed with their principal counterparts that parents' level of education helps them to develop particular attitudes and values towards education, and hence, their support for their children education. For instance, Teacher J observed, "Education shapes the attitude of a parent towards their children's education. A parent with a high level of education will form a positive attitude that will lead him/her to invest more in the education of his/her child and vice versa." This point seems to be reinforced by Teacher S who states, "An educated parent knows the value of education and will do everything possible to ensure his/her child acquires good grades."

Majority of the teacher respondents also agreed with their principals' counterparts that educated parents act as role models to their children. On this note, see for example, Teacher Q alludes, "Educated parents act as a role models to their children and this motivates them to work extra harder." Teacher R agrees, "Educated parents are successful and this motivates their children to follow their footsteps." Other teachers lamented that a student whose parents has a low level of education lacks a role models to emulate. Such respondents are represented by Teacher F who observes, "When a parent has a low level of education, as is the case in our school, the child may relax for lacking a role model."

Students were asked to comment on how the level of education of their parents was affecting their learning. Majority of them who indicated that their parents had a low level of education maintained that their school fees were not paid on time and were not provided with adequate learning materials. Student A reports, "My parents did not attain good grades. They did not further their education and are jobless. They do not pay school fees on time and do not provide me with revision books when I ask for them." Student L seems

to share the same concerns, “My parents did not get good grades that would have enabled them to secure good jobs. They struggle to pay for my fees and provide me with other needs.” Similar related views are given by majority of the respondents. On the other hand, majority of the students who indicated that their parents had a high level of education revealed that their parents were playing their parenting roles effectively.

Majority of the students whose parents had a low level of education decried that they did not receive sufficient intellectual support from their parents. For instance, Student N alludes, “I do not get any subject assistance at home because my parents’ level of education is very low. They can’t even understand English.” Student T adds, “My parents cannot assist me to do my assignment because they scored poor grades.” However, there are those students, albeit few, who indicated that their parents gave them adequate academic support. Such kinds of respondents are represented by student P who reports, “Because my parents are educated, they help me to do my homework and advise me appropriately.”

On role model, a few students who revealed that their parents had a high level of education asserted that they were inspired by the successes of their parents. For instance, student J had this to say, *“*My father’s education level often challenges me to work harder to surpass his performance.” The views are the same shared by Student R, “My father is a graduate teacher. I am focusing on attaining a higher grade than he scored. My dream career is being a medical doctor.” These views confirm principals’ and teachers’ assertions that educated parents are role models to their children.

The PACs were asked to comment on the level of education of majority of parents. The PACs revealed that majority of the parents had a low level of education between primary and secondary. For instance, PAC 1 noted, “Majority of our parents have either primary or secondary education.” A similar opinion was exrequested by PAC 3 who observed, “We have challenges in electing Parent Association representatives because most of the parents have less than secondary education.”

The PACs were further asked to comment on how parents' level of education impacts academic performance. Majority of them highlighted that most of the parents were unemployed, and as a consequence, they were unable to educational resources. For instance, PAC 7 observes, "Majority of the parents have very low educational qualifications and are wage earners. They do not pay school fees on time." PAC 9 adds, "Parents with low educational backgrounds are generally poor. Poor parents do not provide basic educational needs and this affects academic performance negatively." The PACs noted that uneducated parents have poor attitudes toward education and are less involved in their children's academic activities. On this note, PAC 15 averred, "Majority of uneducated parents do not attend school events like academic days. They do not care whether their kids have done their assignments or not."

4.8.8 Inferential Analysis and Hypothesis Testing

The first objective of the study sought to establish the influence of parental level of education on students' academic performance. To achieve this objective, a null hypothesis was formulated as follows:

"H_{01}: There is no statistically significant influence between the parental level of education and students' academic performance in public secondary schools in Kangundo Sub-county."

To establish whether the parental level of education had any influence on students' academic performance, a Spearman's Correlation was run at a 0.05 level of significance. The results are presented in Table 4.13.

Table 4.13: The Correlation between Level of Education and Academic Performance

			Academic Performance	Parents' Education
Spearman's Rho	Academic Performance	Coefficient	1.000	.602**
		Sig. (2-tailed)	.	.003
		N	22	22
	Parents' Education	Coefficient	.602**	1.000
		Sig. (2-tailed)	.003	.
		N	22	22

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

Results obtained in Table 4.13 show that there was a moderate positive correlation between parents' level of education and students' academic performance which was statistically significant (R=.602; p=0.003). The correlation coefficient of 0.602 suggests that 60.2% of students' academic performance variability could be explained by parents' level of education.

To accept or reject the null hypothesis, the critical significance level was 0.01. Levels of significance greater than 0.01 meant that there was no significant relationship between the independent and the dependent variable and hence, the null hypothesis was accepted. On the other hand, levels significantly smaller than 0.01 meant that there was indeed a significant relationship between the independent variable and the dependent variable leading to the rejection of the null hypothesis.

Results depicted in Table 13 reveal that there was a statistical relationship ($p = 0.003 < 0.01$) between parents' level of education and students' academic performance. Therefore, the null hypothesis which stated that, "there is no statistically significant influence between the parental level of education and students' academic performance in public secondary

schools in Kangundo Sub-county" was rejected at a 0.01 level of significance. Based on the findings, it was concluded that parents' level of education had a statistically significant influence on students' academic performance.

4.9 Parents' Level of Income and Students' Academic Performance

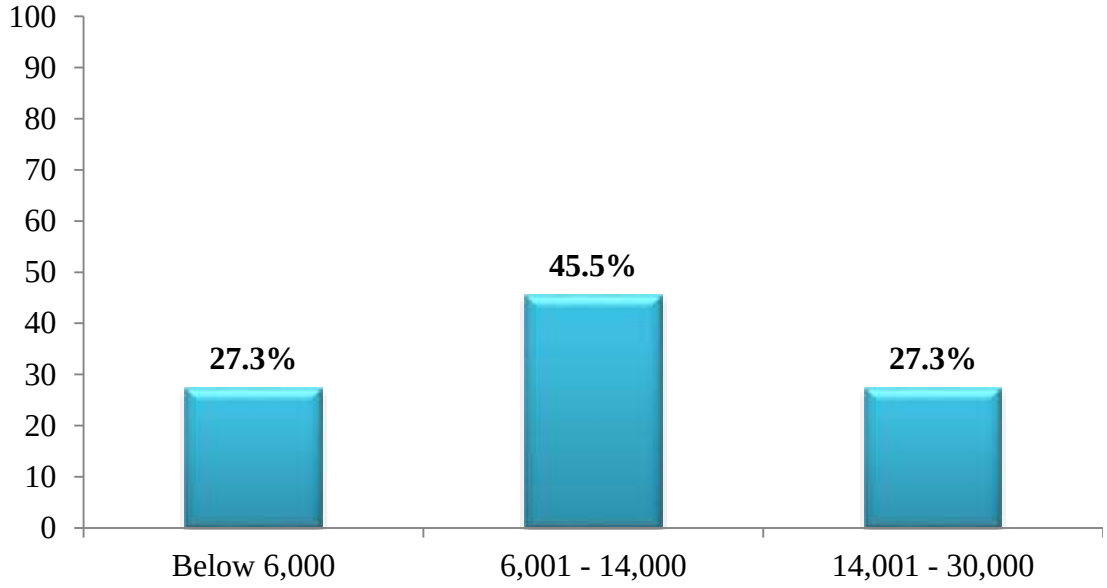
The second objective investigated the influence of parental income on students' academic performance. Principals, teachers, students, and PACs provided data for this objective analyzed descriptively and inferentially. The sections that follow present the analysis of the responses.

4.9.1. Parents' Level of Income and Students' Academic Performance as reported by Principals

The study asked principals to assess parental monthly income exrequested in Kenya Shillings. There were 5 income brackets to choose: Below K.shs 6,000; Between 6,001 – 14,000; Between 14,001 – 30,000; Between 30,001 – 60,000; and above 60,001. Figure 4.6 presents the results.

Figure 4.6

Principals' Assessment of Family Monthly Income



About 27.3% of the principal respondents disclosed that parents earned below K.shs 6,000. A significant majority, represented by 45.5%, revealed that parents' monthly income ranged between K.shs 6,001 to 14,000. Further, about 27.3% of the principals indicated that parents earned between K.shs 14,001 and K.shs 30,000. Cumulatively, 72.8% of the respondents affirmed that parents' monthly income was below K.shs 14,000.

4.9.2 Principals' Views on how Parents' Level of Income Influences Students' Academic Activities

Further, the study asked principals to give their opinion on how parents' level of income influenced students' academic activities and consequently, their performance. Table 4.14 presents the analysed responses.

Table 4.14: Principals' Views on how Parents' Level of Income influences Students' Academic Activities

Statement	SD	D	N	A	SA	M	S.D
Majority of parents do organize tuition for their children outside school	F 6 % 27.3	8 36.4	5 22.7	2 9.1	1 4.5	2.27	1.120
Majority of parents do not have difficulties in paying school fees	F 5 % 22.7	9 40.9	4 18.2	3 13.6	1 4.5	2.36	1.136
Majority of parents provide adequate personal items like pocket money	F 5 % 22.7	9 40.9	3 13.6	4 18.2	1 4.5	2.41	1.182
Majority of parents provide sufficient learning materials like books	F 6 % 27.3	8 36.4	3 13.6	4 18.2	1 4.5	2.36	1.217

According to Table 4.14, more than half of the principals indicated that parents did not organize tuition for their children outside school. In this regard, 36.4% disagreed, and 27.3% strongly disagreed, that parent organized tuition outside school. Only 9.1% agreed,

and a further 4.5% strongly agreed with the statement that parents organised tuition outside school. A further 22.7% were neutral. The mean confirms that majority of the principals disagreed (M=2.27) while the standard deviation of 1.120 reveals that the respondents exrequested a divergent opinion. Parents did not organize private tuition outside school because they lacked sufficient income.

Requested to indicate whether parents did not have difficulties paying school fees, 40.9% disagreed, and a further 22.7% strongly disagreed. Thus, it is clear that majority of the parents were not paying school fees on time. On the other hand, 13.6% agreed, and a further 4.5% strongly agreed. This smaller number suggested that parents were not having difficulties paying school fees. The percentage of those who exrequested a neutral opinion remained low at 18.2%. However, the mean of 2.36 reveals that respondents disagreed that parents did not have difficulties paying fees. Conversely, the standard deviation of 1.136 suggest that the respondents gave a divergent opinion.

The study probed principals on whether parents provided adequate personal items like pocket money. A higher percentage of respondents disagreed, as affirmed by 40.9% who disagreed and a further 22.7% who strongly disagreed. On the contrary, a smaller percentage approved that parents provided adequate personal items. About 4.5% exrequested a neutral opinion. A lower mean of 2.41 indicates that principals disagreed with the statement, while the standard deviation of 1.182 confirms that participants gave diverse responses across the Likert scale.

Asked to respond as to whether majority of the parents provided sufficient learning materials like books, 36.4% disagreed, while a further 27.3% strongly disagreed. Conversely, a smaller number of the principals, represented by 18.2% who agreed, and 4.5% who strongly agreed, approved that majority of the parents provided sufficient learning materials. About 13.6% exrequested a neutral opinion regarding this statement. The mean (M=2.36) suggests that principals disagreed that parents provided adequate learning materials, while the standard deviation (SD=1.217) clarifies that the principals converged in their responses. The results link parents' low income to parents' inability to

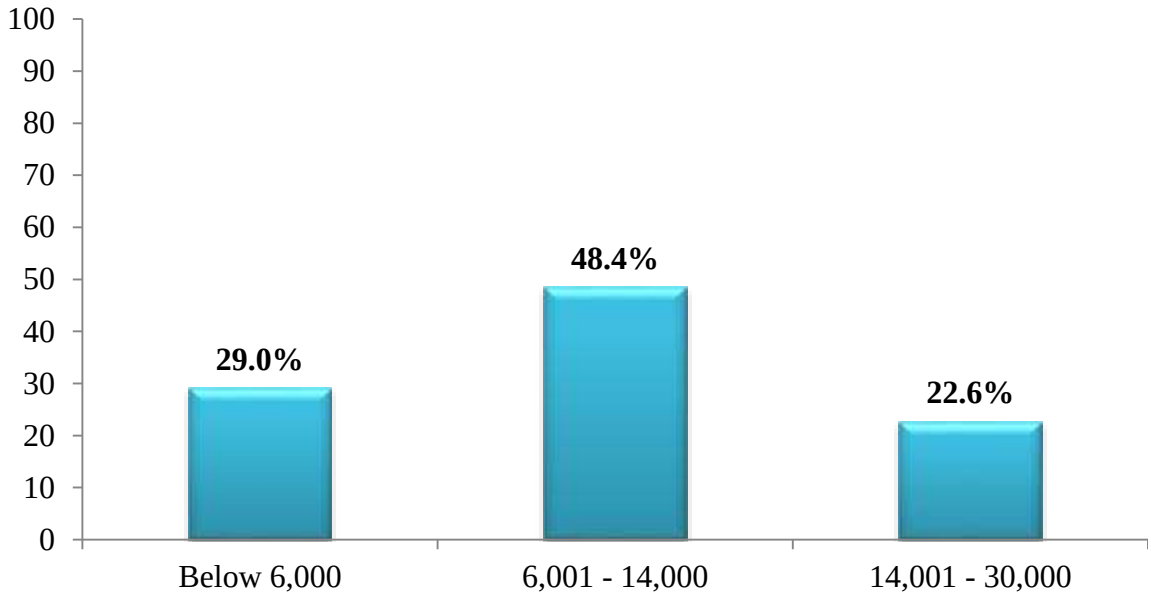
provide sufficient learning materials.

4.9.3 Parents' Level of Income and Students' Academic Performance as rated by Teachers

The study requested teacher respondents to assess the level of income of parents. The study triangulated the same questions responded to by the principals to the teacher respondents. Figure 4.7 presents the analyzed responses.

Figure 4.7

Teachers' Assessment of Family Monthly Income



The results reveal that 29.0% of the respondents indicated that parents earned below K.shs 6,000. About half of the participants (48.4%) assessed parental monthly income as between 6,001 and 14,000. Further, 22.6% of the teachers revealed that the monthly parental earnings ranged between 14,001 and 30,000.

About three-quarters of the respondents (77.4%) indicated that the income of majority of the parents was anything below K.shs. 14,000. Comparably, nearly a similar percentage of the principals, represented by 72.8% in Figure 4.6, felt that parents earned between k.shs 0 – 14,000. Households that earn anything below K.shs 14,000 are considered poor. Therefore, majority of the parents were poor.

4.9.4 Teachers' Views on how Parents' Level of Income Influences Students' Academic Activities

The study sought teachers' views on how parents' level of income impacted parents' ability to support their children academic activities. The study triangulated the same question given to the principal respondents in Table 4.14. Table 4.15 presents the analyzed responses.

Table 4.15: Teachers' Responses on how Parents' Level of Income Influences Students' Academic Activities

Statement	SD	D	N	A	SA	M	S.D
Majority of parents do organize tuition for their children outside school	F 30 % 32.3	32 34.4	19 20.4	9 9.7	3 3.2	2.17	1.090
Majority of parents do not have difficulties in paying school fees	F 27 % 29.0	46 49.5	7 7.5	9 9.7	4 4.3	2.11	1.068
Majority of parents provide adequate personal items like pocket money	F 16 % 17.2	43 46.2	22 23.7	11 11.8	1 1.1	2.33	0.936
Majority of parents provide sufficient learning materials like books	F 27 % 29.0	33 35.5	19 20.4	12 12.9	2 2.2	2.24	1.077

Table 4.15 shows that nearly two thirds of the teachers disagreed that parents organized private tuition for their children outside school. In regard to this, 34.4% disagreed, and 32.3% strongly disagreed with the statement. About 12.7%, as indicated by 9.7% who agreed and a further 3.2% who strongly agreed, approved that parents organized tuition for their children outside school. About 20.4% were neutral. The mean suggests that teachers disagreed (M=2.17) that parents organized tuition for their children. The standard deviation (SD=1.090) reveals that the views were diverse across the Likert scale. The results validate principals claims in Table 4.14 where they disagreed (M=2.27) that parents organized

tuition for their children outside school. Thus, it is clear that majority of the parents did not arrange private tuition outside school.

Slightly more than three quarters (78.5%) of the teachers disagreed that parents were not having difficulties paying school fees. This percentage includes 49.5% who agreed and 29.0% who strongly disagreed that parents did not have challenges paying school fees. On the contrary, a smaller number, represented by 9.7% who agreed and another 4.3% who strongly agreed, revealed that parents did not have challenges paying school fees. About 7.5% exrequested a neutral opinion. A lower mean of 2.11 confirms that teachers disagreed that parents did not experience challenges paying school fees, and the standard deviation is indicative that the views exrequested regarding this statement were diverse. The findings are consistent with principals views captured in Table 4.14 where they disagreed (M=2.36) that parents were not having difficulties paying school fees.

Teachers disagreed that parents provided adequate personal items like pocket money. To this end, 46.2% disagreed, and a further 17.2% strongly disagreed when asked to respond to whether parents provided adequate personal items. On the other hand, 11.8% agreed, and 1.1% strongly agreed with the statement. About 23.7% were neutral. The mean reveals that respondents disagreed (M=2.33), while the standard deviation (SD=0.936) confirms that the respondents converged in their views. The views corroborate principals opinions captured in Table 4.14 where they disagreed (M=2.41) to the same statement. It is clear that parents did not provide adequate personal effects to their children.

Asked to respond on whether majority of the parents provided sufficient learning materials like books, 35.5% disagreed, and another 29.0% strongly disagreed. About 20.4% were neutral, while 12.9% agreed and 2.2% strongly agreed with the statement. On the other hand, the mean of 2.24 confirms that teachers disagreed that parents provided sufficient learning materials. The standard deviation (SD=1.077) suggests that the opinion exrequested about this statement was diverse. The findings approve principals claims in Table 4.14 where they similarly disagreed (M=2.36). Therefore, it is evident that parents did not provide sufficient learning materials to their children.

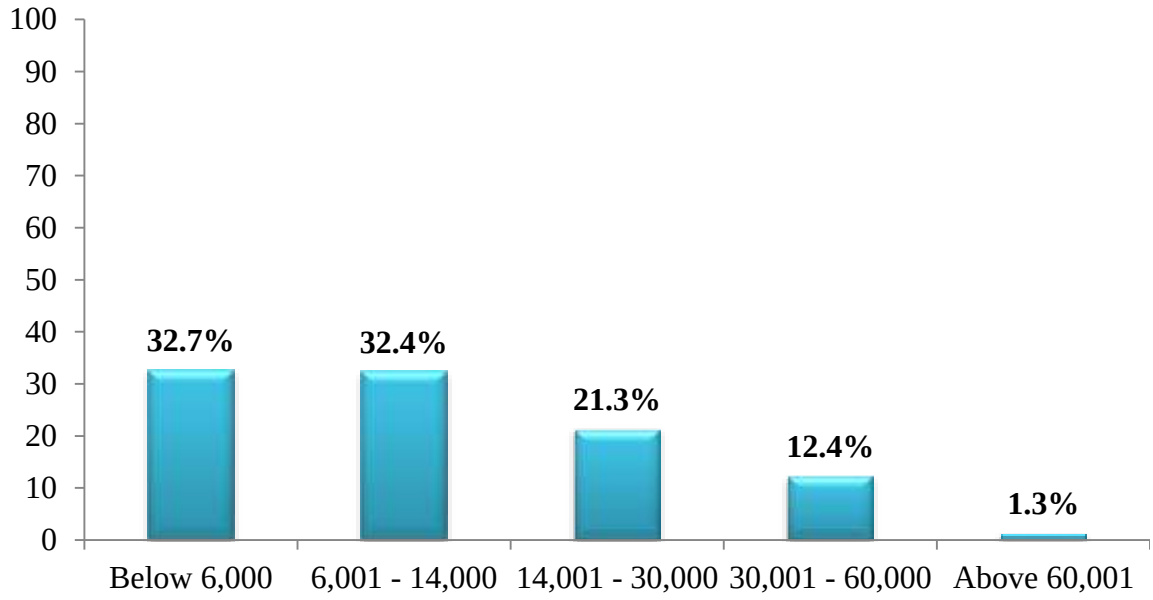
Figures 4.6 and 4.7 adduce evidence that demonstrate that majority of the parents had low levels of income. Tables' 4.14 and 4.15 show that parents did not support the academic activities of their children effectively. Thus, it is clear from the results that parents were hindered from supporting the academic activities of their children effectively because they lacked adequate income.

4.9.5. Parents' Level of Income and Academic Performance as reported by Students

The study requested students to assess the level of income of their parents. The students' responses are analyzed and presented in Figure 4.8.

Figure 4.8

Students' Assessment of their Monthly Family Income



According to the results, 32.7% of the students indicated that parents earned below K.shs 6,000. About 32.4% revealed that their parents' income ranged between K.shs. 6,001 – 14,000. Cumulatively, the two percentages represent nearly two-thirds of the students indicating that they came from low family backgrounds. The results confirm that parents were poor and thus corroborate principals' and teachers' views in Figures 4.6 and 4.7.

Only less than a quarter of the students (21.3%) affirmed that their parents earned a moderate income of between 14,001 and 30,000. About an eighth (12.4%) of the students

confirmed that their parents' income was between 30,001 and 60,000. Only a negligent number of students, represented by 1.3%, said that their parents' income was above 60,000 and thus rich.

4.9.6 Students' Views on how Parents' Level of Income Influences their Academic Activities

The study asked students to give their opinions on how their parents' level of income impacted their academic activities. They were to use a Likert scale calibrated as follows: 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree. The views analyzed and presented in Table 4.16.

Table 4.16: Students' Responses on how Parents' Level of Income Influences their Academic Activities

Statement	1	2	3	4	5	M	S.D
My parents do hire a private tutor to teach me because they can afford	F 46 % 14.6	128 40.6	103 32.7	32 10.2	6 1.9	2.44	0.927
My parents pay school fess on time	F 34 % 10.8	151 47.9	65 20.6	45 14.3	20 6.3	2.57	1.063
My parents provide me with sufficient learning materials such as books	F 32 % 10.2	150 47.6	52 16.5	58 18.4	23 7.3	2.65	1.114
My parents pay extra tuition in order for me to improve my performance	F 37 % 11.7	145 46.0	72 22.9	39 12.4	22 7.0	2.57	1.073
My parent pays any extra levy charged by the school in support of my education	F 41 % 13.0	141 44.8	59 18.7	49 15.6	25 7.9	2.61	1.136

Students responded on whether their parents hired a private tutor to teach them because they could afford it. Students submitted that their parents could not afford to hire a private

tutor. About 40.6% disagreed, and 14.6% strongly disagreed with the statement. On the contrary, a smaller number affirmed that their parents hired a private tutor. This number represented 10.2% who agreed and a further 1.9% who strongly agreed with the statement. About 32.7% exrequested a neutral opinion. The mean reveals that students disagreed (M=2.44) that their parents hired a private tutor. The standard deviation (SD=0.927) suggests that the views exrequested about this statement were divergent. The results validate principals and teachers' views reported in Tables 4.15 and 4.16. They disagreed that parents organized tuition outside school. It is clear that low level of income limited parents from hiring a private tutor.

The study investigated whether parents paid school fees on time. Majority of the students, represented by 47.9% who disagreed and 10.8% who strongly disagreed, intimidated that parents did not pay school fees on time. Only 14.3% agreed, and a further 6.3% strongly agreed that parents paid school fees on time. Those who exrequested a neutral opinion were 20.6%. A moderately lower mean of 2.57 confirms that students disagreed with the statement and the standard deviation of 1.063 reveals that the views exrequested regarding this statement were diverse. The results are consistent with principals and teachers viewpoints' reported in Tables 4.15 and 4.16 where they equally disagreed that parents did not have difficulties paying school fees.

The study asked students to respond on whether their parents provided them with sufficient learning materials. Majority of the students, as affirmed by 47.6% who disagreed and 10.2% who strongly disagreed, denied that parents provided them with sufficient learning materials. Only about a quarter of the respondents, represented by 18.4% who agreed and 7.3% who strongly agreed, approved that parents provided adequate learning materials. About 16.5% exrequested a neutral opinion. The mean confirms that the respondents disagreed (M=2.65) while the standard deviation suggests that the views exrequested about this statement were divergent. The results support similar claims by the principals and teachers captured in Tables 4.15 and 4.16 where they disagreed that parents provided sufficient learning materials.

The study also asked the students reveal whether their parents paid extra tuition. Still, majority of the students indicated that their parents did not pay extra tuition for them to improve their performance. On this note, 46.0% who disagreed and 11.7% who strongly disagreed with the statement. Conversely, 12.4% agreed, and 7.0% strongly agreed that their parents paid for extra tuition. About 22.9% were neutral. A lower mean of 2.57 confirms that respondents disagreed with the statement, while the standard deviation clarifies that the opinion exrequested was diverse. The results amplify how students from poor backgrounds are disadvantaged compared to their peers from well-to-do families.

The study probed students on whether their parents paid extra levies charged by the school. Majority of the students, as indicated by 44.8% who disagreed and a further 13.0% who strongly disagreed, denied that parents paid extra levies charged by the school. On the other hand, 15.6% agreed, and 7.9% strongly agreed that their parents paid extra levies charged by the school. The students who exrequested a neutral opinion were 18.7%. The mean of 2.61 suggests that the respondents disagreed. Further, the standard deviation of 1.136 discloses that the views exrequested were diverse.

4.9.7 Qualitative Analysis

The study asked the principals to comment on how parental income impacted academic performance. Majority of the principals indicated that low-income parents did not support their children fully in terms of paying fees, providing learning materials, and providing other basic needs. Among the many respondents, Principal D is quoted as explaining, "Low-income parents fail to pay school fees on time. Their children are more often than not sent home to collect fees. This reduces learning time, and hence, negatively impacts on their performance." Principal K adds, "Poor parents do not pay school fees on time, provide additional learning materials and meet other basic needs." Principal E also highlights, "Students of poor parents are on and off from school to collect fees. Some students sleep on an empty stomach. We sometimes share our breakfast with them."

Majority of the principals revealed that low income affects students psychologically. See for example, Principal T emphasizes, "Some students born to poor parents are stressed.

They are worried by the inability of their parents to pay fees, provide basic needs, and other learning materials." On the contrary, a few principals maintained that high-income parents support the educational needs of their children. On this note, Principal F indicates, “Rich parents pay school fees on time, and provide adequate learning materials leading to good academic performance.”

Teachers responded on how parental income influenced students' academic performance. Asserting that majority of the parents were poor, majority of the teachers disclosed that parents did not pay school fees on time and provide their children with the necessities of education. For example, Teacher J notes, “Most students come from low-income families and often stay at home due to lack of fees. Thus, they lose classwork leading to poor performance.” In addition to lacking school fees, majority of the teachers revealed that students whose parents are poor are not provided with adequate learning materials. Teacher Y is quoted as saying, “Students from poor families lack other essential learning materials such as supplementary books, revision materials, and funds to cater for educational trips, among others.”

Conversely, majority of the teachers opined that well-to-do families adequately provide for their children. Along this line of argument, Teacher Y opines, “High-income parents support their children’s education fully by paying school fees, providing supplementary learning materials, and meeting costs for educational trips.” Majority of teachers indicated that high income parents could afford private tuition. In this regard, Teacher W, representing several such arguments, opines, “Some rich parents hire tutors to coach their kids in weak areas because they can afford it.”

Like their principal counterparts, majority of the teachers reported that students from poor families sometimes get stressed and derequested. Teacher Q, for instance, observes, “Some students from poor families who are almost deprived of everything sometimes get stressed and derequested when they interact with students from affluent families resulting in their failure.” Closely related to this, some teachers alleged that low parental income weighs down students’ self-esteem. For instance, Teacher I is quoted as explaining, “Students born

to poor parents, who are unable to provide adequate personal effects and pocket money, develop low self-esteem that negatively affects their academic performance."

The study further sought the opinions of the students on how their parental income was affecting their school life. Majority of students from low-income backgrounds lamented that they are educationally disadvantaged because they are frequently absent from school due to fees and that their educational needs are not adequately met. Student F, for instance, opines, "My parents are low-income. It becomes difficult for them to buy for me revision books and pay school fees on time to ensure I am not sent home." Student H regrets, "I have missed a lot of lessons the many times I have gone home for fees since form 1. Were my parents rich, I wouldn't be getting D's because they would have paid fees on time to ensure I stay in school and not miss classes." Student Y reports, "I require lots of revision materials but my parents cannot afford them because they are still struggling to pay my school fees."

Some students indicated that parental poverty contributes to their stress. See for example, Student T advances, "Sometimes my mum is not able to pay school fees for my brother and me. This worries me a lot because it means that I will spend some time at home and miss some lessons." Student K adds, "Coming to school when I have not taken breakfast and am not sure whether supper will be available stresses me and I lack concentration in class." Student J exemplifies similar concerns, "Seeing how my mother struggles with menial jobs to raise us stresses me."

On the contrary, some students from rich families, albeit few, indicated that their educational needs were well-catered for. Student K points out that, "My father provides me with anything I ask for because he has a high income. My school fee is paid in full at the beginning of every term. I do not have fee balances like majority of other friends. He buys me all the books and revision materials and gives me money for academic trips such as theatre. I don't struggle. My performance is also good." Student Z shares similar position, "My parents give me adequate money for shopping and pocket money. They also pay school fees on time because they are rich."

On their part, the PACs were asked to assess the income level of majority of the parents. Being a telephone interview, the researcher listed several income brackets which included: below K.shs 6,000; 6,001-14,000; 14,001-30,000; 30,001-60,000; and above 60,001. The researcher intended to match what was provided to other respondents. Asserting that majority of the parents were casual laborers, the PACs indicated that majority of the parents were earning anything below K.shs 14,000. They indicated that it was only a few parents who earned anything above 14,001. The PACs further indicated that the collapse of the coffee economy has adversely affected majority of households in the sub-county.

The PACs were requested to comment on how the level of parental income impacted students' learning. There was consensus among the PACs that the low income of the parents was affecting the payment of fees and provision of educational resources. For instance, PAC F opined, "You find that it is less than a quarter of the students pay school fees on time. When they are sent to collect school fees, there is no response from the parents." On the provision of learning materials, PAC B commented, "Very few parents purchase additional books and revision materials. I mean very few. Most of the parents are more concerned with paying fees and providing food." The respondents also agreed that poor parents do not share a concern for their children's education. This is exemplified by PAC Y, "In our school, most poor parents are not concerned with their children's education. They have no interest." Majority of the PACs elaborated that poor parents showed a low level of parental involvement.

4.9.8 Inferential Analysis and Hypothesis Testing

The second objective investigated the influence of parental income on students' academic performance. The study formulated a null hypothesis as follows:

"H_{02}*:* There is no statistically significant influence between parents' level of income and students' academic performance in public secondary schools in Kangundo Sub-county."

To test this hypothesis, the researcher ran a Spearman's order correlation at a 0.05 level of confidence. Table 4.17 presents the results.

Table 4.17: The Correlation between Level of Income and Academic Performance

			Academic Performance	Level of Income
Spearman's rho	Academic Performance	Coefficient	1.000	.534*
		Sig. (2-tailed)	.	.011
		N	22	22
	Level of Income	Coefficient	.534*	1.000
		Sig. (2-tailed)	.011	.
		N	22	22

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

Results in Table 4.17 established a moderate positive correlation between parents' level of income and students' academic performance that was statistically significant (R=.534; p=0.011<0.05). The correlation coefficient of 0.534 implies that 53.4% of students' academic performance variability could be attributable to parental income.

To accept or reject the null hypothesis, the level of significance was set at 0.05. The model achieved a level of significance of 0.011 which was lower than 0.05 (P value=0.011<0.05). Therefore, the null hypothesis that stated, "There is no statistically significant influence between parents' level of income and students' academic performance in public secondary schools in Kangundo Sub-county." was rejected at a 0.05 level of significance. It is concluded that parents' level of income has a statistically significant influence on students' academic performance.

4.10. Parents' Role in Monitoring Learning Activities and Students' Academic Performance

The third objective of the study sought to investigate the influence of parents' role in monitoring learning activities on students' academic performance.

4.10.1 Principals' Views on How Parents' Role in Monitoring Learning Activities Influences Students' Academic Activities

Principal respondents were asked to rate the frequency at which parents monitored students' learning activities using a 5-point Likert scale calibrated as follows: 1=Never; 2=Rarely; Occasionally; 4=Often; and 5=Always. Table 4.18 presents the results from the analyzed responses.

Table 4.18: Principals' Responses on How Parental Role in Monitoring Learning Activities Influences Students' Academic Activities

Statement	1	2	3	4	5	M	S.D
Parents share concerns about	F 2	10	7	3	0	2.50	0.859
their children with teachers	% 9.1	45.5	31.8	13.6	0.0		
Parents attend school meetings	F 0	2	12	6	2	3.36	0.790
and events	% 0.0	9.1	54.5	27.3	9.1		
Parents supervise homework	F 5	10	7	0.0	0	2.09	0.750
	% 22.7	45.5	31.8	0.0	0.0		
Parents monitor performance	F 1	13	8	0.0	0	2.32	0.568
trends for corrective action	% 4.5	59.1	36.4	0.0	0.0		
Parents monitor their children's	F 0	11	9	2	0	2.59	0.666
discipline for corrective action	% 0.0	50.0	40.9	9.1	0.0		
Parents provide a supportive	F 4	8	6	3	1	2.50	1.102
home learning environment	% 18.2	36.4	27.3	13.6	4.5		

Table 4.18 gives the results. From the analysis of the responses, 9.1% of the principals indicated that parents never shared concerns about their children with teachers. Majority of the respondents, represented by 40.9%, indicated that parents rarely shared concerns about their children with teachers. About 31.8% and a further 13.6% indicated that parents occasionally and often respectively shared concerns about their children with teachers. A lower mean of 2.50 suggests that parents were less involved in monitoring their children while the standard deviation (SD=0.859) reveals that the views converged around the mean and hence, signified a high level of agreement on the statement.

The study requested principals to indicate the frequency with which parents attended school meetings and events. According to the responses, 9.1% of the parents rarely, slightly more than half represented by 54.5% occasionally, 27.3% often while a further 9.1% always attended school meetings and events. Indeed, the mean (M=3.36) confirms that majority of the principals indicated that parents occasionally attended school meetings and events while the standard deviation (SD=.790) suggests that the views exrequested about this statement converged around the mean. It is evident from the results that this role was relatively highly practiced. It is probable parents attended school meetings and events because school policies could have made them mandatory.

Principals were asked to indicate whether parents supervised homework. According to the principals' views, 22.7% of the parents never supervised their children's homework. However, 45.5% and 31.8% of parents rarely and occasionally respectively supervised homework. A lower mean of 2.09 confirms that indeed majority of the principals indicated that parents rarely supervised their children to do their homework. On the other hand, the standard deviation of 0.750 is indicative that the views exrequested about this statement were almost all close to the mean and thus, a high level of agreement. It is clear from the finding that parents are less involved in supervising homework. Reasons that can account for this could be their unavailability due to single parenting or perhaps, the fact that parents had a low level of education.

The study probed principals on whether parents were monitoring performance trends for corrective action. About 4.5% of the principals revealed that parents were never involved in playing out this role. On the contrary, 59.1% and 36.4% of the principals affirmed that parents rarely and occasionally respectively monitored the performance trends of their children for corrective action. A lower mean of 2.32 confirms that majority of the principals indicated that parents rarely played out this role while the standard deviation of 0.568 suggests that the responses converged closer to the mean. It is evident from the results that parents show a low level of monitoring their children's academic performance.

Parents should play a key role in the discipline management of students. In this regard, the study investigated whether parents monitored their children's discipline for corrective action. Half of the principals (50.0%) indicated that parents were only rarely playing out this role. About 40.9% of the principals and a further 9.1% intimated that parents occasionally and often respectively monitored their children's discipline for corrective action. A lower mean of 2.59 suggests that majority of the principals indicated that parents moderately played out this role while the standard deviation (SD=0.666) points to a high level of agreement about this statement.

According to Epstein's theory adopted in this study, parenting involves parents creating home environments that support learning by providing basic needs. This study further sought to establish from the principal views whether parents were involved in providing a supportive home learning environment. In response, 18.2% of the principals indicated that parents never provided a supportive home environment. On the other hand, 36.4% of the principals indicated that parents rarely provided a supportive home environment. About 27.3% of the respondents indicated that parents occasionally played this role.

Only a few of the principals indicated that parents were highly involved in providing a supportive home environment. This is according to 13.6% and 4.5% who disclosed that parents often and always respectively provided a supportive home environment. A lower mean of 2.50 moderately performed this role while the standard deviation of 1.02 suggests that the views exrequested about this statement were divergent. It can be inferred from the results that majority of the parents are less involved in providing a conducive supportive home environment.

4.10.2 Teachers' Views on How Parents' Role in Monitoring Learning Activities Influences Students' Academic Activities

The study sought teachers' views on parents' role in monitoring learning activities impacts students' learning and hence, the academic performance. The study asked teachers the same questions given to the principal respondents. They responded to the statements using a 5-point Likert scale calibrated as follows: 1=Never; 2=Rarely; Occasionally; 4=Often;

and 5=Always. Table 4.19 presents the analyzed responses.

Table 4.19: Teachers' Responses on How Parental Role in Monitoring Learning Activities Influences Students' Academic Activities

Statement	1	2	3	4	5	M	S.D
Parents share concerns about	F 5	45	26	14	3	2.62	0.920
their children with teachers	% 5.4	48.4	28.0	15.1	3.2		
Parents attend school meetings	F 2	19	32	32	8	3.27	0.957
and events	% 2.2	20.4	34.4	34.4	8.6		
Parents supervise homework	F 16	49	18	8	2	2.26	0.920
	% 17.2	52.7	19.4	8.6	2.2		
Parents monitor performance	F 7	48	26	10	2	2.48	0.867
trends for corrective action	% 7.5	51.6	28.0	10.8	2.2		
Parents monitor their children's	F 3	37	32	17	4	2.81	0.924
discipline for corrective action	% 3.2	39.8	34.4	18.3	4.3		
Parents provide a supportive	F 6	33	31	20	3	2.80	0.962
home learning environment	% 6.6	35.5	33.3	21.5	3.2		

Table 4.19 gives the results of the analysis. The study asked teacher respondents to indicate whether parents shared concerns about their children with teachers. From the results, 5.4% of the principals affirmed that parents were never involved in sharing concerns about their children with teachers. On the contrary, almost half of the respondents, represented by 48.4%, revealed that parents were rarely involved in this kind of activity. About 28.0% disclosed that parents were occasionally involved, 15.1% indicated that parents were often involved while a further 3.2% affirmed that parents were always involved. To confirm where majority opinion was, the mean was computed. In this endeavor, a lower moderate mean (M=2.62) was achieved which can be interpreted to mean that majority of the respondents indicated that parents were less involved in sharing concerns with teachers about their children. Further, the standard deviation (0.920) revealed that teachers were closely giving their answers around the mean and hence, a high level of agreement. The results are similar to others obtained in Table 4.18 where majority of the principals

indicated that parents were less involved (M=2.50) in sharing concerns about their children with teachers.

The study sought teachers' views on whether parents were attending school meetings and events. About 2.2% and 20.4% indicated that the parents never and rarely respectively attended school meetings and events. The percentage of those who indicated that parents occasionally and often attended school meetings and events were the same at 34.4%. A further 8.6% of teachers affirmed that parents always attended school meetings and events. A slightly higher mean (M=3.27) confirms that indeed majority of the teachers affirmed that parents were relatively involved in attending school meetings and events. It is clear from the analysis of the standard deviation that the respondents were expressing a high level of agreement around the mean (SD=0.957). The results replicate similar results obtained in Table 4.18 where the mean (M=3.36) confirmed that majority of the principals indicated that parents were moderately attending school meetings and events. However, this finding should be interpreted with caution considering that most of the school meetings and events are mandatory. In some schools, there are consequences to students whose parents fail to attend such meetings like the student being sent home.

The study asked teachers to indicate the level at which parents were involved in supervising their children to do homework. In response, 17.2% said parents were never involved in supervising homework. Majority of the respondents, represented by 52.7%, revealed that parents were rarely involved in supervising homework. About 19.4% indicated that parents were occasionally involved, 8.6% affirmed that parents were often involved while a further 2.2% disclosed that parents were always involved in playing out this role. It was further confirmed by the analysis of the mean that indeed parents were rarely (M=2.26) involved in attending to this role while the standard deviation clarify that the views exrequested were closer to the mean, and thus, a high level of agreement. The mean obtained in this table is similar to the one obtained in Table 4.18 of 2.09. Thus, there is consensus between the principals and teachers to the effect that majority of parents were rarely supervising homework.

The study investigated whether parents were monitoring performance trends for corrective action. In response, 7.5% of the teachers indicated that parents were never involved in attending to this role. Slightly more than half, represented by 51.6%, affirmed that parents were rarely involved in this type of activity. About 28.0% revealed that parents were occasionally involved, 10.8% indicated that parents were often involved while partly 2.2% claimed that parents were always involved in monitoring performance trends for corrective action. A lower mean of 2.48 signifies that parents were less involved in monitoring performance trends for corrective action while the standard deviation (SD=0.867) suggests that respondents converged in their views. The results thus approve principals' claims reported in Table 4.18 where majority of them indicated that parents were less involved (M=2.32) in monitoring performance trends.

The study also probed the level at which parents were monitoring their children's discipline for corrective action. About 3.2% of the respondents indicated that parents were never involved. Majority represented by 39.8% revealed that parents were rarely involved. About 34.4% indicated that parents were occasionally, 18.3% affirmed that parents were often involved while 4.3% disclosed that parents were always involved in attending to this role. A moderate mean of 2.81 is indicative that majority of teachers affirmed that parents are less involved in monitoring their children's discipline for corrective action. On the other hand, the standard deviation (M=0.924) suggests that the respondents converged in their views. The views exrequested by teachers validate principals' claims reported in Table 4.18 where majority of them affirmed that parents were less involved (M=2.59) in monitoring their children's discipline.

The respondents were further asked to respond on whether parents were providing a supportive home environment. From the analysis, 35.5% indicated that parents were rarely involved, 33.3% revealed that parents were occasionally involved, 21.5% affirmed that parents were often involved and 3.2% disclosed that parents were always involved. However, 6.6% indicated that parents were never involved in monitoring their children's discipline for corrective action. The mean reveals that majority of the respondents affirmed that parents were moderately (M=2.80) involved in monitoring their children's discipline

for corrective action. On the other hand, the standard deviation suggests that teachers were converging while giving their views. The results corroborate principals' views reported in Table 4.19 where majority of them indicated that parents were moderately (M=2.73) involved in monitoring their children's discipline.

4.10.3 Students' Views on How Parents' Role in Monitoring Learning Activities Influences their Academic Activities

Student respondents were presented with similar questions given to the principal and teacher respondents. They were to rate the frequency at which their parents attended several school and home-based learning activities using a 5-point Likert scale calibrated as follows: 1=Never; 2=Rarely; Occasionally; 4=Often; and 5=Always. Table 4.20 presents the analyzed responses.

Table 4.20: Students' Responses on How Parental Role in Monitoring Learning Activities Influences their Academic Activities

Statement	1	2	3	4	5	M	S.D
My parents conduct school to	F 20	104	60	64	67	3.17	1.270
find out on my progress	% 6.3	33.0	19.0	20.3	21.3		
My parents attend all school	F 11	37	152	59	56	3.36	1.016
meetings and events	% 3.5	11.7	48.3	18.7	17.8		
My parents ensure I do my	F 58	137	59	34	27	2.48	1.163
homework	% 18.4	43.5	18.7	10.8	8.6		
My parents monitor my	F 51	149	54	38	23	2.47	1.121
performance trends	% 16.2	47.3	17.1	12.1	7.1		
My parents monitor my	F 30	141	79	34	31	2.67	1.106
discipline for corrective action	% 9.5	44.8	25.1	10.8	9.8		

The study requested students to indicate the frequency at which their parents were involved in conducting school to find out about their progress. About 33.0% of the students revealed that their parents were rarely involved, 19.0% indicated that their parents were occasionally involved, 20.3% affirmed that their parents were often involved while a further 21.3%

disclosed their parents were always involved. On the contrary, 6.3% of students revealed that their parents were never involved in this kind of activity. The mean (M=3.17) suggests that majority of the students indicated that their parents were moderately involved in this type of activity. On the other hand, the standard deviation (SD=1.270) confirms that the views exrequested about this statement were highly spread across the Likert scale. The results are in line with principals' claims (M=2.50) and teachers' views (M=2.62) reported in Tables 4.18 and 4.19 respectively where they all concurred that parents were moderately involved in sharing concerns about their children.

The study sought to understand, from the students, the frequency with which parents were involved in attending all school meetings and events. In response, about 11.7% revealed that their parents were rarely involved, majority of them represented by 48.3% affirmed that their parents were occasionally involved, 18.7% disclosed that their parents were often involved while 17.8% reported that their parents were always involved in this kind of parenting activity. However, about 3.5% indicated that their parents were never involved in attending all school meetings and events. Majority of the students indeed confirmed that their parents were occasionally (M=3.36) attending all school meetings and events. This is a slightly higher level of involvement. However, the students exrequested divergent opinions (SD=1.016). The results validate principals' views (M=3.36) and teachers' assertions (M=3.27) reported in Tables 4.18 and 4.19 respectively where they equally alleged that parents were moderately attending school meetings and events.

Regarding homework supervision, the study asked students to respond to how frequently their parents were ensuring that they did their homework. Majority of the respondents represented by 43.5% indicated that their parents were rarely involved, 18.7% revealed that their parents were occasionally involved, 10.8% affirmed that their parents were often involved while 8.6% reported that their parents were always involved in supervising them to undertake homework. On the contrary, 18.4% of the students indicated that their parents were never involved in ensuring that they did their homework. Indeed, the mean confirms that majority of the students indicated that their parents were rarely (M=2.48) involved in ensuring they undertook their homework. Majority of the responses were highly dispersed

(SD=1.163) across the Likert scale. The results approve principals' views (M=2.09) and teachers' claims (M=2.26) reported in Tables 4.18 and 4.19 respectively where they affirmed that parents showed a low level of involvement regarding this practice.

The study investigated the frequency with which parents monitored performance trends. From the analysis of the responses, majority of the students, represented by 47.3%, affirmed that their parents were rarely involved, 17.1% indicated that their parents were occasionally involved, 12.1% disclosed that their parents were often involved while 7.1% reported that their parents were always involved in this type of parental activity. On the contrary, 16.2% indicated that their parents were never involved in monitoring their performance trends. The mean imputes that majority of the students affirmed that their parents were rarely (M=2.47) involved in monitoring their performance trends while the standard deviation (SD=1.121) suggests that the students gave divergent views. A similar low level of involvement regarding how parents monitored performance trends was indicated by the principals (M=2.32) and teachers (M=2.48) in Tables 4.18 and 4.19 respectively. Thus, there is convoluting evidence suggesting that parents in Kangundo Sub-county public secondary schools were not monitoring their children's performance trends for corrective action.

The study further delved into the level with which parents were involved in monitoring students' discipline for corrective action. Majority of the students, as represented by 44.8%, indicated that their parents were rarely involved in this important parenting activity. About a quarter of the students, represented by 25.1%, asserted that their parents were occasionally involved, 10.8% reported that their parents were often involved while a further 9.8% revealed that their parents were always involved in monitoring their discipline. On the other hand, 9.5% of the students affirmed that their parents were never involved in monitoring their discipline for corrective action. A lower mean (M=2.67) confirms that majority of the students indicated their parents showed a low level of involvement regarding discipline management while the standard deviation suggests that the views exrequested about this statement were divergent. The results support principals'

and teachers' views as reported in Tables 4.18 and 4.19 where majority of them suggested that parents were less involved in monitoring students' discipline.

4.10.4. Qualitative Analysis

The study asked principals to elucidate areas in which they needed parental support. On school-based learning activities, principals indicated that they needed parents to be attending school meetings when they are called upon. For instance, Principal K response reflects that of the majority colleagues, "I need parents to attend school meetings and academic days to discuss the progress of their children." Principal H advances, "Parents and especially fathers should commit to attend school meetings and events." Some respondents claimed that majority of the biological parents were absent parents who were leaving their children at the mercy of their aging parents. Such views are captured by this response given by Principal U who says, "We have absentee biological parents who only send children's grandparents to attend school meetings. I would wish the biological parents to attend our school meetings so that we can discuss serious issues touching on their children." Similarly principal M share similar views, "Biological parents should make an effort of attending school meetings."

Other principals felt that parents should create a close bond with teachers. In this sense, Principal T opined, "Parents should create a close bond with teachers so that they can constantly discuss a wide array of issues such as performance, discipline, and students' behavior outside school. This will ensure the child is closely monitored at school and home and any deviation is corrected early." Principal D similarly observes, "Parents should collaborate with schools to monitor school attendance and especially in day schools. Some students do not attend school while the parent assumes the student is in school. This is an area, as a principal, I think we need to collaborate with parents." Principal Y opines, "While at home, parents should monitor their children's behavior for corrective action." This view was corroborated by Principal E (verbatim), "Parents should be involved in discipline management of their children while at home because this is a fundamental matter for subsequent development/enhancement in school."

Majority of the principals asserted that school-going children are stressed by a range of issues in their everyday lives. They think parents should offer guidance and counselling and also emotional support as well. For instance, Principal P observes, "Parents should offer their children guidance and counseling on peer pressure and drugs." Principal J reiterates, "Students are stressed and especially when their performance is not that good. Parents should stop rebuking their children when they fail because this even lowers their self-esteem. They should find ways of positively encouraging them to succeed while showing empathy." Other principals suggested that parents should motivate their children when they notice a slight improvement. In this regard, Principal X states, "Parents should reward their children's success to motivate them to achieve more." Other principals opined that parents should be ready to offer emotional support to their children even when they are undergoing the worst events in their lives. Principal V avers, "Some parents don't know how to offer emotional support for their children especially when girls get pregnant while in school. I think parents should offer emotional support to their children when they experience their worst."

The study also asked teachers to identify areas they wanted parental support. From the analysis of the responses, majority of the teachers want parents to offer moral support to their children. In this regard, Teacher Q notes, "Most learners find themselves in depression. Parents should offer moral support to their children." A lot of teachers listed "moral support" without giving explanations.

A huge number of teachers exrequested frustrations that parents should not leave the task of modifying students' discipline to teachers alone. On this point, Teacher R noted, "Parents should take corrective discipline measures on their children. They shouldn't leave that task to a teacher!" On the same wavelength, Teacher I argues, "Parents should take up a discipline supervisory role while the child is at home and in school. They should monitor the general behavior and take action immediately."

Majority of the teachers identified guidance and counseling as behavior modification strategy that require parents to play a larger role. Teacher T indicates, "Children are

engaged in rowdy behavior. Parents should address this by offering guidance and counseling." Teacher M suggests, "Guidance and counseling, especially on the impact of technology, irresponsible sexual behavior, drugs, and substance abuse." Teacher F adds, "Parents should monitor their children's behavior outside school. They should offer guidance and counseling to them to curb the use of drugs and other substances."

Majority of teachers, like their principals, still want students to be offered moral and spiritual support. Teacher L response highlights just what many other teachers felt should be done, "In most cases, parents don't know how to handle their students when they are traumatized by events like poor performance. They shout at the student while mocking the students. Parents need to sit down with such students, help them to understand what could be the cause, and identify the solutions together."

At home, majority of teachers indicated that parents should supervise homework and provide a conducive environment for learning. For example, Teacher N alludes, "More support is needed in the supervision of homework during school holidays." Similarly, Teacher B observes, "Most of the students do not do their homework almost daily. Parents should ensure students do their assignments every evening." Teacher K opines, "Some students are given a lot of work to do in the evening. Parents should give their children time to do assignments and to undertake their studies."

Further, the study asked students to identify areas they needed parental support. Majority of the students, who were more likely to be from day schools, revealed that they wanted their parents to give them more time to undertake their studies at home. Responses were more casual. For instance, Student F said, "My parents should give me more time for personal studies." Student T exrequested similar sentiments, "My parents should provide me enough time for personal studies." Student R states, "My parents should reduce the work they give me at home after school so that I can get adequate time for my learning." From the responses, it can be inferred that parents were frustrating students from doing homework leave alone supervising it.

Majority of the students said that they want to be emotionally supported by their parents. Student D reveals, "Emotional support such that we can sit down and talk about any challenges facing me and we resolve." This point was reinforced by Student F, "Openness such that I can tell them anything that is going on in my life without fear of being judged." Student U adds, "I would like her to always listen to my opinion concerning academics." Emotional support can take the form of appreciation according to student E, "Appreciation from them for the effort I put in rather than comparing me with others and my friends." Other students indicated that they need to be encouraged. For instance, Student M alludes, "I need to be encouraged. She should encourage me whenever she notices any slight improvement."

The PACs were asked to assess the level of involvement of parents in monitoring students' learning activities. Majority of the respondents revealed that the level of involvement was very low and attributed that to parents' lack of education and income. There was consensus that most fathers were not involved in the education of their children. Respondents lamented that most school activities were attended by mothers. For instance, PAC D noted, "We don't see fathers attending school meetings. In most of our meetings, mothers are majority." This similar view was shared by many other PACs. For instance, PAC E observed, "We need an awareness campaign to educate fathers on why they should be more involved in learning activities."

Asked about areas they wanted parents to enhance their involvement, respondents indicated: monitoring performance, assisting and supervising homework, partnering with teachers to find out how their children are doing, discipline management, and parents providing a supportive home environment. PAC G added, "Parents should stop giving their children a lot of work after school and especially cooking. They should give the children adequate time to study and ensure they accomplish homework."

4.10.5 Inferential Analysis and Hypothesis Testing

The third objective of the study sought to determine the influence of parents' role in monitoring learning activities on students' academic performance. To achieve this

statistical goal, a null hypothesis was formulated as follows:

"H_{03}: There is no statistically significant influence between parents' role in monitoring learning activities and students' academic performance in public secondary schools in Kangundo Sub-county."

In order to test this hypothesis, a Spearman's order correlation was performed at 95% confidence level. The results are presented in Table 4.21.

Table 4.21: Correlation between Parents' Level of Monitoring Learning Activities and Academic Performance

			Academic Performance	Monitoring of learning activities
Spearman's rho	Academic Performance	Coefficient	1.000	.451*
		Sig. (2-tailed)	.	.035
		N	22	22
	Monitoring learning activities	Coefficient	.451*	1.000
		Sig. (2-tailed)	.031	.
		N	22	22

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

Results obtained in Table 4.28 show that there was a weak positive correlation between parents' role in monitoring learning activities and students' academic performance which was statistically significant (R=.451; p=0.035). The results imply that 45.1% of students' academic performance variability could be explained by parents' level of monitoring learning activities.

The hypothesis was accepted when the level of significance was larger than the critical level of 0.05. On the other hand, the hypothesis was accepted when the level of significance was larger than 0.05. In the correlation model, the level of significance was 0.035 which

was lower than the critical value of 0.05. Using the criteria set, the null hypothesis that stated, "There is no statistically significant influence between parents' role in monitoring learning activities and students' academic performance in public secondary schools in Kangundo Sub-county." was rejected at a 0.05 level of significance. Thus, it was inferred that parents' role in monitoring learning activities has a statistically significant influence on students' academic performance.

4.11 Single Parent and Students' Academic Performance

The fourth objective of the study sought to determine the influence of single family type on students' academic performance. Data concerning this objective were obtained from the principals, teachers, students, and PACs. Sections that follow present responses.

4.11.1 Principals' Views on how Single Parenthood Influences Students' Academic Activities

The study sought principals' views on how single parent family influences students' academic activities. Participants responded to the statements using a 5-point Likert scale calibrated as follows: 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; and 5 = strongly agree. Table 4.22 presents the analyzed results.

Table 4.22: Principals' Views on how Single Parenting Influences Students' Academic Activities

Statement	1	2	3	4	5	M	S.D
Single parent families give less	F 4	5	9	3	1	2.64	1.093
academic support	% 18.2	22.7	40.9	13.6	4.5		
Single parent families give less	F 4	4	10	3	1	2.68	1.086
emotional support	% 18.2	18.2	45.5	13.6	4.5		
Single parent families have less	F 6	3	4	9	0	2.73	1.279
money to pay fees	% 27.3	13.6	18.2	40.9	0.0		
Single parent families provide	F 4	7	6	4	0	2.48	1.030
less educational resources	% 18.2	31.8	27.3	18.2	0.0		

The study asked principals to respond on whether single parent families gave less academic support to their children. Majority of the respondents, represented by 22.7% and a further 18.2% who disagreed and strongly disagreed respectively, disagreed with the statement. Conversely, a smaller number of respondents, as indicated by 13.6% and 4.5% who agreed and strongly agreed respectively, agreed that single parent families gave less academic support to their children. A lower mean of 2.64 suggests that majority of the respondents were disagreeing while the standard deviation reveals that the responses were divergent (SD=1.093).

The study probed principals on whether single parent families gave less emotional support to their children. In response, 13.6% and 4.5% agreed and strongly agreed respectively to the statement. The percentage of the respondents who disagreed and strongly disagreed with the statement was the same at 18.2%. A larger percentage, represented by 45.5%, exrequested a neutral opinion.

A lower mean of 2.68 reveals that majority of the respondents disagreed while the standard deviation (SD=1.086) confirms that the views exrequested regarding this statement were divergent. Although a significant number of respondents were undecided, those who disagreed that single parent families gave less emotional support were significantly more than those who held a contrary opinion.

The principals were requested to give their opinion on whether single parent families had less money to pay school fees. An equal percentage disagreed and agreed with the statement. Those who answered in the affirmative were represented by 40.9% who agreed with the statement. The 40.9% who held contrary opinions were represented by 13.6% and 27.3% of those who disagreed and strongly disagreed respectively to the statement. About 18.2% of the principals exrequested a neutral opinion. Further analysis of the responses yielded a moderate mean of 2.73 while the standard deviation of 1.279 reveals the respondents gave diverse opinions across the Likert scale.

Further, the study asked principals to respond to the statement that single parent families

provide fewer educational resources. Analysis of the responses reveals that slightly more than half of the respondents rejected this view. They were represented by 31.8% and 18.2% who disagreed and strongly disagreed respectively. Only 18.2% agreed that single parent families provided fewer educational resources. About 27.3% were neutral.

Even if the undecided were to support those who agreed, the cumulative percentage would still be lower than those who disagreed. The mean affirms that majority of the respondents disagreed (M=2.48) that single parent families provide fewer educational resources. On the other hand, the standard deviation (SD=1.030) suggests that the principals gave divergent views. On average, a significant majority disagreed that single parents give less academic support, emotional support, have less money to pay school fees, and provide less educational resources. This is in conflict with the conceptual framework of this study which anticipates that single parenthood is associated with many difficulties such as inability to provide financial, emotional and psychological support.

4.11.2 Teachers Views on how Single Parent Families Influences Students Academic Activities

The study triangulated the same question on single parent families given to the principal respondents to the teacher respondents. Teachers responded to the statements using a 5-point Likert scale where 1 was Strongly Disagree and 5 Strongly Agree. Table 4.23 gives the analyzed results.

Table 4.23: How Single Parent Families Influence Students' Academic Activities as Per Teachers Responses

Statement	1	2	3	4	5	M	S.D
Single parent families give less	F 15	32	22	16	8	2.68	1.190
academic support	% 16.1	34.4	23.7	17.2	8.6		
Single parent families give less	F 17	28	23	19	6	2.67	1.183
emotional support	% 18.3	30.1	24.7	20.4	6.5		
Single parent families have less	F 18	20	24	21	10	2.84	1.279
money to pay fees	% 19.4	21.5	25.8	22.6	10.87		
Single parent families provide	F 20	23	21	20	9	2.71	1.271
less educational resources	% 21.5	24.7	22.6	21.5	9.7		

Table 4.23 presents the results of the analysis. When asked to respond on whether single parent families gave less academic support, half of the respondents, represented by 34.4% and 16.1% who disagreed and strongly disagreed respectively, held a contrary opinion. On the other hand, it was only a quarter of the teachers answered in the affirmative. This is according to 17.2% and 8.6% who agreed and strongly agreed respectively. About 23.4% were neutral on the statement. A lower mean of 2.68 suggested that a significant number of the respondents were disagreeing. The standard deviation of 1.190 reveals that the views exrequested concerning this statement were diverse. The results obtained in this table are similar to the results depicted in Table 4.22 where a lower mean of 2.64 was equally obtained and hence suggested majority of the principals disagreed that single parents gave less academic support to their children.

Nearly half of the respondents (48.4%), represented by 30.1% and 18.3% of those who disagreed and strongly disagreed respectively, rejected claims that single parent families gave less emotional support to their children. On the contrary, slightly more than a quarter (26.9%), as affirmed by 20.4% and 6.5% of those who agreed and strongly agreed respectively, asserted that single parent families gave less emotional support to their children. About a quarter (24.7%) exrequested a neutral opinion. A lower mean of 2.67 is indicative that majority of the respondents were disagreeing with the statement while the

standard deviation (SD=1.183) reveals that the responses were highly dispersed across the Likert scale. The lower mean is similar to the computed mean for the principals (M=2.68) reported in Table 4.22 suggesting that there was consensus between the two classes of respondents.

This study sought to approve or disapprove assertions that single parent families had less money to pay school fees. About 40.9%, as indicated by 21.5% and 19.4% of those teachers who disagreed and strongly disagreed respectively, disagreed with the statement. Conversely, about a third (33.47%), as affirmed by 22.6% and 10.87% of those who agreed and strongly agreed respectively, agreed with the statement. This means that a third of the respondents reported that single parent families had less money to pay school fees. About a quarter (25.8%) of the respondents were neutral. A lower mean of 2.87 confirms that a bigger number of respondents were disagreeing. The standard deviation reveals that respondents gave diverse opinions across the scale. The results compare well with the results depicted in Table 4.22 where the mean (2.73) suggested that majority of the respondents disagreed that single parent families had less money to pay school fees.

Further, the study investigated whether single parent families provided fewer educational resources. From the analysis of the responses, majority of the respondents (46.2%), as indicated by 24.7% and 21.5% of those who disagreed and strongly disagreed respectively, denied that single parent families provided fewer educational resources. On the other hand, slightly less than a third (31.2%), as affirmed by 21.5% and 9.7% who agreed and strongly agreed respectively, approved that single parent families provided fewer educational resources. About 22.6% exrequested a neutral opinion. A lower mean of 2.71 confirms that majority disagreed while the standard deviation of 1.271 clarifies that the opinion exrequested about this statement was diverse. The results validate principals' claims as reported in Table 4.22 where majority of them disagreed (M=2.48) that single parent families provided fewer educational resources.

4.11.3 Family Types as Revealed by Students

The study set out to investigate the type of families where students in public secondary

schools in Kangundo Sub-county come from. To achieve this, students were provided with four types of families to select. Figure 4.9 presents the analyzed responses.

Figure 4.9

Types of Families as Per Students' Responses

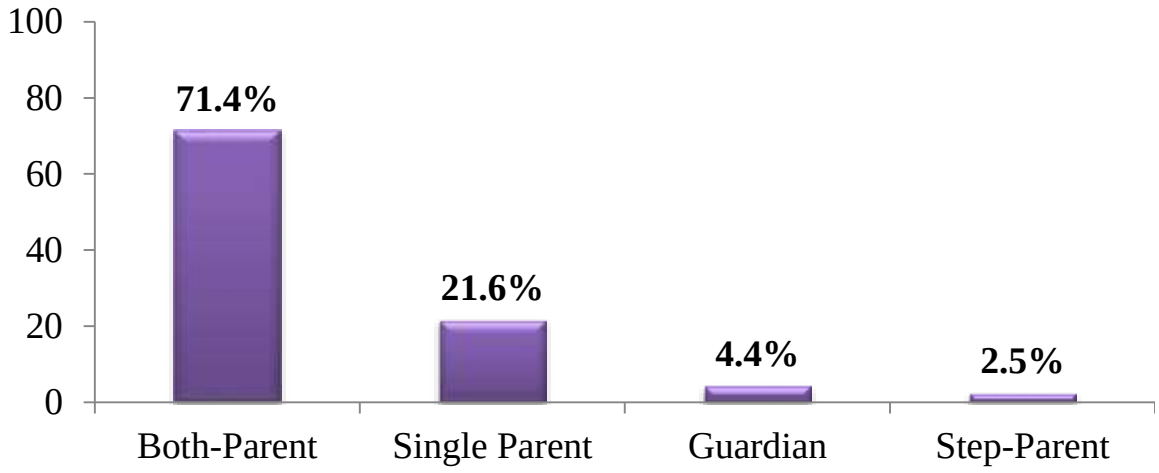


Figure 4.9 gives the results. According to the results, majority of the students, represented by 71.4%, came from both parent families. About 21.6% belonged to single parent families. Those who came from other family formations were few. They included 4.4% from guardian families and 2.5% from step-parent families. While it is clear from the results that majority of the students came from both-parent families, it is also evident that students from single parent families constituted a significant number.

4.11.4 How Students from Both Parent Families and Single Parent Families Performed

This study was concerned with describing contributory factors to poor performance using KCSE data from the previous five years using a descriptive survey research design. Thus, the study could not explore the causal relationships between variables using internal examinations, although that data was collected. Contrary to the conceptual framework and most of the reviewed literature, the analysis of the principals' and teachers' data shows that single parenting does not affect parental support negatively. To establish whether this had any influence on the sampled students, the study compared the performance of students from both parent families and single parent families using internal examination data and

the KCPE data. Data for the previous term grade was coded as follows: 1 = D- - E; 2 = D+ - D; 3 = C - C-; 4 = B - C+; 5 = Above B+. Students' marks obtained at KCPE were entered directly into the SPSS. Table 24 presents the analysis.

Table 4.24: Students' Academic Performance Based on Type of Family

Age Bracket	KCPE Mean Mark	Previous Term Grade
Both-Parent	287.85	3.03
Single Parent	289.60	3.10

Results depicted in Table 4.24 reveal that students from both-parent families, on average, obtained a mean of 287.85 at KCPE while those from single parent families scored a mean of 289.60. Therefore, it is evident that students from single parent families outperformed their peers from both-parent families, although the difference is not that huge. The results further show that students from both-parent families obtained a mean of 3.03 in their previous term exam before the study while on the other hand, students from single parent families achieved a mean of 3.10. Thus, students from single parent families outperformed their peers from both-parent families yet again in their internal exams. The findings support principals' and teachers' assertions in Tables 4.22 and 4.23 where they intimated that single parenting was not of negative consequence to students' learning.

4.11.5 Students Views on how Single Family Impacts their Academic Activities

The study narrowed down to responses of students from single parent families. In this endeavor, the study was concerned with corroborating principals' and teachers' views regarding how single parenting affects students' academic activities. Table 4.25 gives the results.

Table 4.25: Students' Responses on How Single Parenthood Affects their Academic Activities (n=68)

Statement	SD	D	N	A	SA	M	S.D
I feel emotionally supported in my learning activities by my parent	F 9	26	18	11	4	2.63	1.091
	% 13.2	38.2	26.5	16.2	5.9		
My school fees is paid on time	F 8	32	14	9	5	2.57	1.097
	% 11.8	47.1	20.6	13.2	7.4		
I am provided with adequate pocket money and personal effects	F 7	25	21	12	3	2.69	1.026
	% 10.3	36.8	30.9	17.6	4.4		
I am provided with sufficient books and other learning materials	F 7	32	13	10	6	2.65	1.130
	% 10.3	47.1	19.1	14.7	8.8		

Table 4.25 presents the analyzed responses. About 38.2% and 13.2% of the students disagreed and strongly disagreed respectively that they felt emotionally supported in their learning activities by their single parents. A smaller percentage of the respondents, represented by 16.2% and 5.9% who agreed and strongly agreed respectively, affirmed that they felt emotionally supported by their single parents. About a quarter, as indicated by 26.5%, were neutral. A lower mean (M=2.63) suggests that majority of the respondents disagreed while the standard deviation of 1.091 implies that the views exrequested about this statement were divergent. The results corroborate principals' (M=4.64) and teachers' (M=4.68) views exrequested

Asked whether their fee was paid on time, majority of the respondents disagreed. They included 47.1% who disagreed and a further 11.8% who strongly disagreed. On the other hand, a fewer percentage, represented by 13.2% who agreed and a further 7.4% who strongly agreed, affirmed that their fee was paid on time. Another 20.6% exrequested a neutral opinion. A lower mean of 2.57 suggests that majority of the students disagreed. On

the other hand, the standard deviation of 1.097 reveals that the views exrequested concerning this statement were divergent.

Requested to indicate whether they were provided with adequate pocket money and personal effects, 36.8% of the students' respondents disagreed and a further 10.3% strongly disagreed. On the contrary, 17.6% agree and a further 4.4% strongly agreed. However, a significant number that included 30.9% exrequested a neutral opinion. A lower mean confirms that indeed majority of the students disagreed. The standard deviation reveals that the students exrequested diverse opinions across the Likert scale.

The study further investigated whether students from single parent families were provided with sufficient books and other learning materials. About 47.1% and 10.3% disagreed and strongly disagreed respectively. Conversely, 14.7% and 8.8% agreed and strongly agreed respectively. The percentage of students who exrequested a neutral opinion was 19.1%. A lower mean of 2.65 reveals that a significant percentage of students disagreed while the standard deviation indicates that the views exrequested about this statement were divergent.

4.11.6 Qualitative Views

The study requested principals' respondents to list challenges that students from single parent families face that affect their academic performance. Majority of the principals indicated that some single parents experience financial difficulties which impact fees payment, learning materials provision, and provision of basic needs such as food and clothing. Principal T exemplifies these points, "Since it is only one parent who is working, the finances are not enough to meet all family needs. Students from such families miss almost everything – from fees to inadequate provision of learning materials." Principal R shares similar opinion, "Some single parents do not earn any income. Students from such families lack school fees and learning materials. They lack school uniforms and sleeping hungry is a norm."

Majority of the principals indicated that students from single parent families lack a father or a mother figure to emulate. Related to this, Principal U notes, "Boys lack role model father parent to emulate. They feel withdrawn when they grow up without a role model." This does not only affect boys but also affects even girls. Principal E added, "Students from single families lack role models from either gender" Lack of a role model can adversely affect a child's future academic performance. Majority of the principals agreed that students from single parent families have discipline issues. On this note, Principal D indicates, "Those with single parents and especially mothers tend to be defiant." Moreover, Principal L laments, "Children from single parents are brought up by grandmothers as their only parent is absent from work. Grandparents are soft and this leads to indiscipline."

Majority of the principals revealed that students from single parent families experience a lot of psychological problems. For example, Principal A noted, "Students from single parents are ridiculed by their fellow students. Such students are stressed." Principal C avers, "Lack of father/mother figure in their family lowers their self-esteem hence affecting their performance negatively." A similar view was also echoed by Principal S, "Children from single parent families suffer from low self-esteem. They are hostile and very defensive." Principal W adds, "Students from single parents suffer from stigma."

Majority of the teacher respondents revealed that students from single parent families experience financial and economic hardships. Teacher C notes, "Single parent students have challenges with fee payment." Teacher E explains, "They do not pay fees on time because their parents are faced with financial instability." Teacher N also added, "Students from single parent families lack uniforms and other supportive things like pocket money." Moreover, Teacher R asserts, "They lack necessities like food. Hunger affects their concentration in class."

On the thematic issue of role models, majority of teacher respondents concurred with their principals' counterparts that a student from single parent family lacks a role model. Teacher B says, "Some students from single parents lack role model from whomever parent is not

there." Teacher G adds, "Lack of mother/father figure to look up to." Teacher R explained "Growing up with one parent is a bit challenging. Students who come from single parents lack a role model who can inspire them to achieve academic goals."

Teachers agreed with their principals' counterparts that children who come from single parents are more likely to experience disciplinary problems than their peers from both parent set-ups. This was elaborated by Teacher Q, "Most of the children from single parents have discipline issues because of lack of either parent support during their upbringing." Teacher J observes, "Single mothers are unable to correct their children's behaviour due to what they think their children think about them. Some single parents and especially mothers are immoral."

The psychological disorder caused by stigmatization, emotional imbalances, and low self-esteem is another challenge majority of the teachers identified. For instance, Teacher Z observed, "Lack of parental love which results in emotional imbalance. Teacher F indicates, "Students can suffer from emotional balance when they are ridiculed by other students from both parent families." Moreover, Teacher V alludes, "Inadequate emotional support from both parents leads to emotional instability." Teacher A emphasizes, "They seem to lack a balanced identity. Some students feel stigmatized by the absence of one parent. Single parenting seems to be a poor foundation for students

On intellectual support, majority of teachers indicated that students from single parent families receive minimal academic support. For instance, Teacher Y states, "Single parents give less educational guidance to their children." Teacher B observes, "Single parents *g*ive less educational motivation to their children." Teacher H adds, "Single parents have inadequate time to check on their children's academic activities." The foregoing suggests that single parenting is associated with low involvement.

The study further asked single parent students to state the challenges they faced that affected their academic performance. The students confirmed that they experienced financial hardship. Some students averred that their parents were in most cases not able to

pay their school fees on time, provide learning materials, and provide them with necessities of life clothing, and food. Student B listed "My mum struggles to pay my fee and provide learning materials such as books, pens, calculator, and revision books among others." Student L stressed, "My school fees is not paid on time, I am not provided with sufficient books and learning materials, and I am not provided with pocket money." Student M lamented, "Sometimes late school fees payment; lack of personal effects; inadequate food; lack of learning materials like revision books." See, for instance, student E choice of words, "Thinking that my parent is not employed and she is struggling back at home is stressful, staying hungry the whole day when we go for a holiday, seeing mum crying because of problems surrounding her, being unable to ask for revision materials because there is money at home."

Students from single parent families indeed experience psychological issues, most of them resulting from financial hardships, lack of parental love, care, stigma, and identity crisis. This is according to responses from the students. For instance, Student F said, "I feel bad when others tell me about their parents." Student H not only misses parental love but also wants to know his father, "Sometimes I lack parental care from one parent. Some other times I want to know who my father is. I get stressed and lose academic focus." He is not alone for Student G list similar challenges, "Lack of my mother's support; lack of concentration because of missing one parent; lack of confidence with my father in girls' issues." All these frustrations lead to stress and probably depression. This is according to student B who lists, "Lack of school fees, I am stressed when my mum doesn't have anything; absenteeism when my mum is sick, mentally disturbed when I think my parent is struggling with almost everything, I lose concentration in class."

In terms of intellectual support, students from single parent families do not get assistance in doing homework and do not get adequate time to study. Student T reveals, "My mum does not support me in doing homework." Student R is quoted, "I am not provided with sufficient time to study." Student W indicated the same, "I don't have enough time for studies at home"

The PACs were asked to comment on how single parenting affected students' learning. Some PACs asserted that majority of the single parents were more concerned about their children's education than most parents in two parent households. PAC C noted, "Some single parents show a lot of concern than most parents from both-parent families." They indicated that, relatively, some single parents were more supportive of their children's education in areas of paying fees on time, providing learning materials, and being more involved.

PAC I explained, "Some single parents pay school fees on time and provide their children with adequate learning materials. I can say that some single parents are more supportive." PAC L notes, "Some single parents conduct teachers to find out how their children are doing. They also ensure their children do home and especially during holidays. On the other side of the coin, the PACs noted that there are single parents who are very poor and whose support for their children's education is very minimal. PAC M opined, "Some single parents are very poor. They can't pay school fees on time and provide their children with adequate resources."

Moreover, the PACs added that majority of children from single parents experience disciplinary problems. To this end, PAC G reported, "Most students raised by single parents are in-disciplined." Furthermore, the PACs observed that some students from single parents seem to be having psychological problems. This is according to PAC N, "Principals report in our Board of Management (BOM) meetings that single parent children more often require counseling because they suffer from a myriad of challenges such as stress, stigma, identity crisis, among other issues."

4.11.7 Inferential Analysis and Hypothesis Testing

The fourth objective of the study sought to determine the influence of single family type on students' academic performance in public secondary schools in the Kangundo sub-county. To achieve this, a null hypothesis was formulated as follows:

"H_{04}: There is no statistically significant influence between single parent family type and students' academic performance in public secondary schools in Kangundo Sub-county."

A Spearman's order correlation was performed at a 95% confidence level. The results are presented in Table 4.26.

Table 4.26: Correlation between Single Parent Family and Students' Academic Performance.

			Academic Performance	Single Parent Family
Spearman's rho	Academic Performance	Coefficient	1.000	.149
		Sig. (2-tailed)	.	.508
		N	22	22
	Single Parent Family	Coefficient	.149	1.000
		Sig. (2-tailed)	.508	.
		N	22	22

Results obtained in Table 4.26 show that there was a weak positive correlation between single parent family type and students' academic performance which was not statistically significant (R=.149; p=0.508).

The hypothesis was accepted when the level of significance was larger than the critical level of 0.05. On the other hand, the hypothesis was accepted when the level of significance was larger than 0.05. In this model, the level of significance was 0.508 which was higher than the critical value of 0.05. Using the criteria set, the null hypothesis that stated, "There is no statistically significant influence between single parent family type and students' academic performance in public secondary schools in Kangundo Sub-county." was accepted at a 0.05 level of significance. Thus, it was inferred that single family type does not have a statistically significant influence on students' academic performance in Kangundo Sub-county public secondary schools.

CHAPTER FIVE

5.0 DISCUSSION AND INTERPRETATION OF RESEARCH FINDINGS

5.1 Introduction

This chapter discusses and interprets the main study findings according to the reviewed literature, theory, and conceptual framework. This study aimed at achieving four objectives namely: establish the influence of parents' level of education on students' academic performance in public secondary schools in the Kangundo sub-county; determine the influence of parents' level of income on students' academic performance in public secondary schools in Kangundo sub-county; establish the influence of parents' role in monitoring learning activities on students' academic performance in public secondary schools in Kangundo sub-county; and determine the influence of single family type on students' academic performance in public secondary schools in Kangundo sub-county. The discussion and interpretations are presented in the next sections of the chapter.

5.2. Parents' Level of Education and Students' Academic Performance

The first objective of the study was to establish the influence of parents' level of education on students' academic performance in public secondary schools in the Kangundo sub-county. From descriptive results, principals in Figure 4.3, teachers in Figure 4.4 as well as students in Figure 4.5 confirmed that majority of the parents had only attained basic education ranging from no schooling to secondary school education. As a consequence, the study established that majority of the parents were unable to play their academic roles effectively which would have enhanced students' academic performance. According to the principals in Table 4.10 and teachers in Table 4.11, such academic roles included: supervising their children to do homework; assisting their children to do homework, offering moral support; paying school fees on time; providing adequate learning resources; and helping their children form appropriate attitudes. This was further evidenced by students in Table 4.12 whom majority of them lamented that their parents were not: helping them to do homework; set academic goals; pay school fees on time; and provide adequate books and other learning resources.

Through qualitative data analysed in section 4.8.7, principals, teachers, students, and PACs concurred that parental level of education determined whether a parent would be employed, and hence, be in a position to fund the education of their children. Parents with a low level of education were found to be poor and unemployed. They could not afford to pay school fees on time and provide other learning resources. On the other hand, parents who were educated were found to be employed and were supportive in paying school fees and providing other educational needs. Qualitative evidence adduced suggests that the level of education determines whether a parent will have the academic capacity to offer academic support to their children. Uneducated parents were found not to be in a position to assist their children in academic-related roles. Conversely, educated parents were found to offer academic support. Moreover, educated parents were more positive about the education of their children. They valued education and offered maximum support. On the other hand, uneducated parents were found to be unsupportive and did not bother a lot with the education of their children. Their investment in their children's education was minimal.

These findings support the reviewed literature which asserts that educated parents offer emotional, psychological, and financial support to their children leading to improved academic outcomes. The findings are consistent with the study's conceptual framework that anticipates that educated parents will be more supportive of their children's education and vice versa.

Inferential results established a moderate positive correlation between the parental level of education and students' academic performance which was statistically significant (R=.602; p=0.003) as shown in Table 4.13. Thus, the results suggest that 60.2% of students' academic performance variability could be explained by parents' level of education. The results suggest that parents' level of education is a good predictor of students' academic performance. This position is held by many scholars in the literature review section.

Empirically, the results support Bakar et al (2017) study done in Malaysia that established a statistically positive relationship between parental education and students' academic performance. The findings are consistent with Idris et al (2020) study done in Pakistan

which reported a positive correlation between parents' level of education and children's academic performance. The findings are consistent with Odikpo and Ejide's (2021) study done in Nigeria which showed that parental level of education had a significant influence on students' academic performance in mathematics.

The results agree with Baliyan's (2012) study done in Botswana which established that the education level of both the mother and the father were good predictors of students' academic performance. The results are also consistent with Gilman's (2019) study that found a positive correlation between parents' education level and students' academic performance which was significant. The study findings are further consistent with Goro et al (2019) study that showed that parental level of education had a positive influence on pupils' academic achievement.

However, the results are inconsistent with Koskei and Ngeno's (2015) study done in the Kuresoi Sub-county of Nakuru County, Kenya which established that parental educational attainment did not have a significant influence on students' academic performance. The results are further inconsistent with a study done in the Kipkelion Sub-county by Korir and Wambugu (2018) that established that parental level of education had no significant influence on students' academic performance.

5.3. Parents' Level of Income and Students' Academic Performance

The second objective of the study sought to determine the influence of parents' level of income on students' academic performance in public secondary schools in the Kangundo sub-county. Descriptive results as shown in Figures' 4.6, 4.7 and 4.8 revealed that the level of income of majority of parents in Kangundo Sub-county public secondary schools was low. It was found that a significant majority of parents were earning anything below K.shs 14,000. This level of income could not sustain family needs as well as educational needs. As a result, principals and teachers concurred with the students that majority of parents could not hire a private tutor, pay school fees on time, provide sufficient learning materials, pay extra tuition, and extra levies charged by the school. This impacted students' learning negatively as it was further explained through qualitative views.

Qualitative data analysed in Section 4.9.7 shows that lack of adequate income had negative consequences on students' learning. For instance, majority of principals, teachers, and PACs lamented that parents with a low level of income could not afford to pay school fees on time and provide adequate educational and other primary needs such as learning materials, uniforms, money for educational trips, and food. Students regretted that their parents could not pay school fees on time, provide adequate learning educational resources and provide food. This study established that the non-provision of educational resources affected the students psychologically. Furthermore, students who had to miss school so often due to fees were found to miss a lot of instructional time and thus contributed to poor performance. Conversely, according to principals, teachers and PACs, parents with adequate income offered adequate material support. They paid school fees on time and provided their children with all that they required. Students from affluent families supported these views and claimed that they are provided with anything they needed because their parents could afford it.

Inferential results reported a moderate positive correlation between parents' level of income and students' academic performance which was statistically significant ($R=.534$; $p=0.011<0.05$) as shown in Table 4.17. Thus, the study inferred that 53.4% of students' academic variability could be traced to parents' level of income. Therefore, the study established that parental income remained an important predictor of students' academic performance.

The results are consistent with Dahl and Lochner's (2012) study done in the USA which showed that parental income had a significant positive effect on a child's math and reading achievement. The results are consistent with Lin and Han's (2017) study done in China which showed that family income has a significant impact on children's education. The findings support Machebe et al (2017) study in Japan which showed that parents' level of income had a positive influence on students' academic performance.

The findings support Adzido et al (2016) study done in Ghana which concluded that family income positively affects students' academic performance. However, this study did not

undertake inferential analysis to test the relationship between study variables. The findings are consistent with a study conducted in South Africa by Omoniyi et al (2022) that demonstrated that poverty was of negative consequence of learners' academic achievement. Unlike the present study, this study however failed to perform inferential statistics that would have shown how variables were correlated. The findings further support a study done in Ethiopia by Gemechu (2018) which established a weak positive relationship between family income and students' academic achievement. In Kenya, the findings are consistent with a study done in Bungoma County by Kiboi (2018) which reported a positive statistical correlation between parent level of income and students' academic performance.

5.4 Parents' Role in Monitoring Learning Activities and Students' Academic Performance

The third objective of the study sought to establish the influence of parents' role in monitoring learning activities on students' academic performance in public secondary schools in the Kangundo sub-county. In line with the study Epstein's Theory of Six adopted in this study, parents should create strong partnerships with schools to enhance students learning. The theory states that parents should partner with schools to be helped to create family-like schools where the importance of students' learning is emphasized. The theory further stipulates that parents should partner with schools to be helped to create family-like schools where the students feel accepted and accommodated. Epstein elaborates that parents need to be involved in both school and home-based activities that support learning. Some of the activities include establishing a positive home environment that supports learning, directly getting involved in students' learning activities such as assisting and supervising homework, conducting school to inquire how the student is doing, managing students' discipline, and attending school activities among others. In line with this theoretical framework, this study assessed the level of parental involvement in the areas of monitoring students' learning activities.

Descriptive results demonstrate that parental involvement in areas of monitoring learning activities was low. According to principals in Table 4.18 and teachers in Table 4.19, parents

were at lower frequency: sharing concerns with teachers about their children; supervising homework; monitoring performance trends for corrective action; monitoring their children's discipline for corrective action; and providing a supporting home environment. However, according to principals and teachers, parents were relatively frequently attending school meetings and events. The study concluded that this involvement could have been high because most school meetings and events are mandatory. Students in Table 4.20 indicated that their parents were at a lower frequency: conducting school to find out about their progress; supervising homework; monitoring performance trends; and monitoring discipline for corrective action. Like the principals and teachers, the students indicated that their parents were at a higher frequency attending school meetings and events.

In qualitative questions, the study asked participants to elaborate on areas where they needed parental support. Principals and teachers concurred that they want parents: biological parents to attend school meetings, increase more contacts with them to discuss about their children; monitor school attendance; help in discipline management; offer guidance and counseling; offer emotional support to psychologically disturbed students; motivate and reward students; and offer moral and spiritual support. On the other hand, students indicated that they want their parents to give them more time to study at home, they want their parents to be emotionally supportive; they want to be appreciated and motivated when they improve, and they want their parents to be more accommodative of their views about school and their everyday life. All these highlights that the parental level of monitoring learning activities is low. It is a pointer that parents may not know how to involve themselves in their children's learning activities.

Inferential results obtained in Table 4.21 show that there was a weak positive correlation between parents' role in monitoring learning activities and students' academic performance that was statistically significant ($R=.451$; $p=0.035$). The results suggest that 45.1% of students' academic performance variability could be explained by parents' level of monitoring learning activities. The study findings are consistent with an international meta-analysis study done by Ates (2021) that concluded that parental involvement influences academic performance positively irrespective of the geographical context. The results are

consistent with a study done by Flores et al (2021) in the Philippines which established a weak correlation between parents' role in monitoring learning and students' academic activities.

The present study established that parental monitoring was low. The finding is consistent with a study done in Ghana by Gyamfi and Pobbi (2016) which established that parental monitoring of all the activities investigated was low. The finding is consistent with a study done in Tanzania by Omary et al (2021) which still established that parental involvement was low. The finding that the parental level of monitoring learning activities is positively correlated with academic performance is supported by a study done in Kenya by Makhoka et al (2018) which established a weak positive correlation between parental monitoring and students' academic performance.

5.5 Single Parent Family and Academic Performance

The fourth objective of the study sought to determine the influence of single family type on students' academic performance in public secondary schools in the Kangundo sub-county. Descriptive results in Figure 4.9 demonstrate that 71.4% of students came from both-parent families, 21.6% came from single parent families, 4.4% from guardian families, and 2.5% were from step-parent families. Thus, the findings clarify that students from single parent families in Kangundo Sub-county constitute a significant number that cannot be ignored during policy formulations.

Contrary to the conceptual framework, majority of principals in Table 4.22, as well as teachers in Table 4.23, denied claims that: single parent families gave less academic support; gave less emotional support; had less money to pay fees; and provided fewer educational resources to their children. It is only a few respondents answered in the affirmative to these statements while a significant number remained neutral.

On the other hand, majority of the students in Table 4.25 denied that: they were emotionally supported in learning activities; their school fees were paid on time; they were provided with adequate money for pocket money and personal effects; and they were provided with

sufficient books and other learning materials. Although majority of the students denied that they were not supported by their parents, a significant number of students also revealed that: they were emotionally supported, school fees were paid on time, they were provided with adequate money for pocket money and personal effects, and were provided with sufficient books and other learning materials.

The study went ahead and investigated how the performance of students from both parent families differed from that of students from single parent families. It was established in Table 4.24 that students from single parent families slightly outperformed their peers from both parent families in both KCPE and the internal examinations.

Data analyzed qualitatively finds corroborating evidence from principals, teachers, students, and PACs which suggests that students from single parent families are faced with financial and economic hardships and this impedes fee payment and provision of educational resources and other basic needs such as food. The analysis confirms that single parent students lack a fatherly or motherly figure and hence a role model to emulate. It also came out clear that single parent students are at a higher risk of experiencing disciplinary problems relative to their peers from both parent families. The students were found to experience more psychological disorders. In addition, such students were found to receive minimal academic support from their parents. Irrespective of these challenges, the PACs were of the view that single parents played their roles more effectively than both parents.

Inferential results established a very weak positive correlation between single parent family type and students' academic performance which was not statistically significant (R=.149; p=0.508) as shown in Table 4.26. Based on the results, the null hypothesis was accepted and a conclusion was drawn that single parent type did not have a statistical significance influence on students' academic performance in public secondary schools in Kangundo Sub-county. The results conflict with a study done in the USA by Johnson (2015) which indicated that students from both parents performed far better than their counterparts from single parent families. The results are inconsistent with Tobishima's (2018) study done in Japan which showed that there was a statistically significant

difference in academic performance between students from two parent households and single parent households. The results are inconsistent with a study done in Zimbabwe by Maposa et al (2020) which showed that children from single parent families had low achievement scores when compared with their counterparts from both parent families.

The results support a study done in Kumasi Metropolis, Ghana, by Azumah et al (2018) which showed that there was no significant difference in academic performance between children from both parent families and single parent families. The findings are inconsistent with Nato's (2016) study done in Kenya which revealed a weak negative relationship between single parent family and students' academic performance. The findings are consistent with Kimaru et al (2020) study done in Kiambu County, Kenya which did not report any significant statistical difference in the academic performance of children from single parent families and those from both parent families.

CHAPTER SIX

6.0 CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

6.1 Introduction

This chapter presents the study's conclusions, recommendations, and suggestions for further research.

6.2. Conclusions

In line with the four study objectives, the study makes appropriate conclusions.

6.2.1 Parent Level of Education and Academic Performance

The first objective of the study sought to establish the influence of parental level of education on students' academic performance in public secondary schools in the Kangundo Sub-county. Results established that there was a moderate positive correlation between the parental level of education and students' academic performance which was statistically significant. This led to the rejection of the null hypothesis which stated that "H_{01}: There is no statistically significant influence between the parental level of education and student's academic performance in public secondary schools in Kangundo Sub-county." The study concludes that parental level of education has a significant positive influence on students' academic performance. This means that an increase in parents' level of education can increase students' academic performance.

The study established that majority of the parents had a low level of education. The study also established that majority of the parents were not enhancing the academic performance of their children by: supervising homework; assisting their children to do their homework; giving their children moral support; paying school fees on time; providing adequate learning materials and resources; and helping their children to develop appropriate attitudes and values towards learning. The study concludes that the low participation of parents in their children's academic activities contributed to their apparent low level of education. Based on this finding, the study further concludes that the low level of education of

majority of parents in Kangundo Sub-county public secondary schools is a contributory factor to the Sub-county's declining academic performance.

This conclusion is founded on the reviewed literature which asserts that the level of education of a parent determines whether the parent will be employed or not. If the parent is employed, s/he will have the income to provide adequate educational resources to their children that will facilitate learning. Moreover, educated parents have the academic capacity to supervise and assist their children with academic work. Furthermore, educated parents show interest and concern for their children's education. As a consequence, such parents provide adequate emotional and psychological support to their children. The findings of this study thus confirm that students whose parents have a low level of education are a disadvantaged lot because they may not get the required support. Such students require strategic interventions from schools, governments, and other stakeholders to ensure that they are not educationally condemned by the low level of education of their parents.

6.2.2 Parent Level of Income and Academic Performance

The second objective of the study sought to determine the influence of parent level of income on students' academic performance in public secondary schools in the Kangundo Sub-county. Inferential results established a moderate positive correlation between parents' level of income and students' academic performance which was statistically significant. This led to the rejection of the null hypothesis which stated, "H_{02}: there is no statistically significant influence between parent level of income and students' academic performance in public secondary schools in Kangundo Sub-county." Therefore, a conclusion is made that parental level of education has a statistically significant positive influence on students' academic performance. The results imply that an increase in parents' income can increase students' academic performance if other factors remain constant.

The study results also showed that majority of the parents in Kangundo public secondary schools are poor. Further, the study found out that majority of the parents were not able to organize private tuition, pay school fees on time, provide adequate pocket money and

personal effects, and provide sufficient learning materials such as course books, and additional learning materials like revision books among others. The study, therefore, concludes that low income hindered parents from participating in the education of their children. Arising from the results, the study further concludes that a low level of income among majority of the parents was a contributory factor to low academic performance. This is in line with the reviewed literature which suggests that poor parents do not have the resources to support the education of their children. The study established that majority of the parents were not paying school fees on time and this was contributing to the absenteeism of the students. Students should not miss instructional time for any reason and this worrying trend should be addressed.

The study revealed that students from poor families were more likely to miss basic needs such as food. It was also established that parents with a low income had less concern and interest in the education of their children. This finding implies that students from poor families can be condemned to poverty unless they are rescued by strategic policy intervention. Thus, students from poor family backgrounds should be helped to overcome educational inequalities such as lack of learning resources, school fees, pocket money, and personal effects among others by the government and other stakeholders. This can go a long way in closing performance gaps contributed by income gaps. All students, irrespective of their backgrounds, can succeed if they are provided with the same educational opportunities.

6.2.3 Parental Role of Monitoring Learning Activities and Academic Performance

The third objective of the study sought to establish the influence of parents' role in monitoring learning activities on students' academic performance in public secondary schools in the Kangundo sub-county. Inferential results established a weak positive correlation between parents' role in monitoring learning activities and students' academic performance that was statistically significant This led to the rejection of the null hypothesis which stated*:* "H_{03}: there is no statistically significant influence between parents' role in monitoring learning activities and students' academic performance in public secondary schools in Kangundo Sub-county." Based on the results, the study concludes that there is

a statistically significant influence between parents' role in monitoring learning activities and students' academic performance. The results suggest that an increase in the level of monitoring learning activities would increase students' academic performance.

However, the study noted that the parental level of monitoring learning activities was low. Thus, the study concludes that the low involvement of parents in school and home-based learning activities was responsible for poor performance. It was further established through qualitative data that mothers were more involved in the educational activities of their children than fathers. This should an area of concern because the participation of all parents remains equally important.

The results imply that efforts should be made to increase the parental level of involvement in monitoring students' school and home-based learning activities. As elaborated by the literature and confirmed by the results, parents need to increase their engagement with schools by sharing concerns with teachers about their children's progress, attending school meetings, supervising homework, monitoring performance trends, monitoring discipline, and providing a supportive home environment. It emerged from the results that parents are not creating what Epstein calls "family-like schools". Students are loaded with more work at home after school. This could be an indication that parents do not know how to provide a supportive home learning environment. If this is the case, then, there is a need for parents to be trained on how they can productively be involved in monitoring their children's learning activities. The findings of this study provide support for the continued application of Epstein's Theory in school settings in Kenya since the study has established that the theory provides specific activities that can enhance parent-school partnerships.

6.2.4 Single-Parent Family and Academic Performance

The fourth objective of the study sought to determine the influence of single-family type on students' academic performance in public secondary schools in the Kangundo sub-county. Inferential results established a very weak correlation between single-parent family type and students' academic performance which was not statistically significant. Therefore, the null hypothesis which stated, "H_{04}: there is no statistically significant influence between

single-family type and students' academic performance in public secondary schools in Kangundo Sub-county" was accepted. Based on the results, a conclusion is made that single parent type has no statistically significant influence on students' academic performance in public secondary schools in Kangundo Sub-county.

Regardless of whether a single-parent family type has an influence or not, this study noted that children from such families as well as their parents experience unique challenges. These include psychological imbalances leading to stress and sometimes depression. The study also established that students from such families lack role models to emulate and sometimes, they suffer from an identity crisis. Moreover, some families do not have adequate resources. For those reasons, students from such families require special attention. Such help may include counseling services and financial aid. It is the view of this study that no child should be educationally disadvantaged and if there are any inequalities, they can be dealt with through a holistic policy intervention.

6.3 Recommendations

On the parental level of education and students' academic performance, the study established that majority of parents in Kangundo Sub-county public secondary schools had low level of education. Further, the study found out that parent's level of education was a good predictor of students' academic performance. Based on the findings, the study recommends that the Ministry of Education should establish more adult education centres across the educational zones of Kangundo to enable parents to enrol and improve their education level. The Ministry can also create awareness of how parents can assist their school-going children. Schools should also hold parents' meetings and train them on the roles they are required to play to facilitate their children's learning.

On the level of income and students' academic performance, the study established that majority of the parents were poor. Results also showed that parent's level of income is a variable positively related with students' academic performance. Based on the results, government through the responsible ministry of trade should create an enabling environment where private enterprise can thrive. This will go a long way in ensuring that

parents can be self-employed. With some income, parents will be able to meet basic costs related to the education of their children. It is recommended to the government through the Ministry of Education to make secondary school education completely free. Although the government is subsiding secondary education, this research has demonstrated that a whooping majority of students lose so much instructional time on the roads when they are sent for fees. If the government intends to ensure students stay at school uninterrupted, then it should pay for all the educational costs for that dream to be realized. The responsibility of educating a child lies squarely on the shoulders of a parent. The study recommends to parents to ensure that they provide necessities such as fees, learning materials, pocket money, personal effects, and so forth to ensure the educational needs of their children are fully catered for.

On parents' role of monitoring learning activities and students' academic performance, the study reported a low level of involvement. The study also established that parents' role in monitoring the learning activities remained statistically significant. Based on the findings, the study recommends to parents to create a supportive home learning environment that involves giving the children space and time to study on their own. The study also recommends parents to be more involved in attending school meetings, monitoring performance trends, discipline management, conducting school to find out how their children are doing, and supervising and monitoring homework, among others. The study further recommends to fathers to fully participate in the educational activities of their children. To schools, principals should use Parent Association (PA) meetings as a medium for creating awareness on how parents can be fully involved in school and home-based learning activities. The Ministry of Education can consider using Epstein's Theory to develop a nationwide Parental Involvement Programme for schools that can be crucial for enhancing school-home partnerships.

On single parent family type and students' academic performance, the study found out that about a quarter of students' population came from single parent families. Results showed that single parenting is a poor foundation of raising children because it affects children's mental, emotional and psychological wellbeing. The study revealed that students from

single parent families were more likely to experience disciplinary problems. Despite these challenges, inferential results indicated that single parent type does not have a statistically significant relationship with students' academic performance. Based on the findings, the recommends to the government to initiate educative and enlightenment programs on how to improve and sustain intact parenthood through the radio, television, and other mass media. The study recommends schools to offer effective guidance and counseling interventions. The schools should also hold workshops and seminars for single parents to create awareness on how they can be responsible towards their children's education and also offer the required support.

6.4 Suggestions for Further Research

This study established weak to moderate correlation coefficients between variables. This means that there are other contributory factors to poor academic performance other than the investigated variables. It is suggested that future studies should explore on the contribution of other variables such as school infrastructure, staffing, school leadership among others on students' academic performance. It is suggested that this study be replicated in other regions. This study employed a descriptive survey research design and for this reason, it was not possible to investigate the causality of variables. It is suggested that a similar study should be replicated elsewhere but employ a correlational research design.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Angelina Mutei Ngangi
South Eastern Kenya University
P.O. BOX 170-90100
Kitui, Kenya.

The Principal,
Dear Sir/Madam,

RE: PERMISSION TO COLLECT RESEARCH DATA

I am a student at South Eastern Kenya University undertaking a post graduate degree of Master of Education in Educational Administration. I am conducting an academic study on**: parent-related influence on students' performance at Kenya certificate of secondary education examination in public secondary schools in Kangundo Sub-county, Kenya.** As required, I have obtained a research license and processed all the necessary authorizations from the Deputy County Commissioner and the Sub-County Director of Education Office. Please find them attached herein.

This letter, therefore, seeks your consent to conduct the study in your school. The study participants include the school head, teachers, form three students and the Parent Association Chairpersons. The data collected will be used for academic purpose only.

Thank you for your cooperation.

Yours faithfully,

Angelina Mutei Ngangi
E55/TAL/20185/2012

APPENDIX II: QUESTIONNAIRE FOR SCHOOL HEADS

Introduction

Good morning/evening,

I am Angelina, a postgraduate student at South Eastern Kenya University undertaking an academic study which seeks to investigate parent-related influence on students' academic performance. I have been cleared by the government and the Ministry of Education to conduct this research in public secondary schools in Kangundo Sub-county. I hereby seek your consent to participation in this study. Please note that your participation is voluntary and that your participation or non-participation will not affect you in away. I undertake to guarantee your anonymity and confidentiality. Please do not indicate your name, telephone number or the name of your school.

SECTION A: BIO DATA

Instructions

Respond to the answers provided by ticking (✓) to indicate your opinions.

1. What is your gender?

a) Male ( ) b) Female ( )

2. What is your age in years?

a) Below 20 ( ) b) 20 – 30 ( ) c) 30 – 40 ( ) d) 40 – 50 ( )

e) 50 – 60 ( )

3. What is your highest level of professional qualification?

a) Certificate ( ) b) Diploma ( ) c) Degree ( ) d) Masters ( )

e) PhD ( )

SECTION B: ACADEMIC PERFORMANCE

4. Fill in the table below on your school's performance over the years indicated

Year	Mean score	Grade
2017		
2018		
2019		
2020		
2021		

SECTION C: PARENT LEVEL OF EDUCATION AND STUDENTS' ACADEMIC PERFORMANCE

5. What is the highest level of education of majority of parents in your school?

a) No schooling ( ) b) Primary ( )

c) Secondary ( ) d) Tertiary ( )

e) University ( )

6. Using the key provided, rank your level of agreement against each statement on how does the level of education of parents in your school influence their support to students. Key: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree.

Statement	1	2	3	4	5
Majority of the parents supervise their children to do their homework					
Majority of the parents assist their children to do their homework					
Majority of the parents give their children moral support					
Majority of the parents pay school fees on time					
Majority of the parents provide their children with adequate learning materials					
Majority of the parents help their children to develop appropriate attitudes and values					

7. How does the level of education of parents in your school affect the academic performance?

……

……

SECTION D: PARENTAL LEVEL OF INCOME AND STUDENTS' ACADEMIC PERFORMANCE

8. How can you rate the income levels of majority of parents in your school?

a) Below K.shs 6,000 ( )

b) Between K.shs 6,001 – 14,001 ( )

c) Between K.shs 14,001 – 30,000 ( )

c) Between K.shs 30,001 – 60,000 ( )

d) Above K.shs 60,001 ( )

9. Indicate your level of agreement to the statements given relating to how parents' level of income impacts students' academic performance: Key: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree.

Statement	1	2	3	4	5
Majority of parents do organize tuition for their children outside school					
Majority of parents do not have difficulties in paying school fees					
Majority of parents provide adequate personal items like pocket money					
Majority of parents provide sufficient learning materials like books					

10. How does the income of parents affect students' performance in your school?

……..……

……

SECTION E: MONITERING LEARNING ACTIVITIES AND ACADEMIC PERFORMANCE

11. Using the key provided, indicate your level of agreement. Key: 1 = Never; 2 = Rarely; 3 = Occasionally; 4 = Often; 5 = Always.

Statement	1	2	3	4	5
Parents share concerns about their children with teachers					
Parents attend school meetings and events					
Parents supervise homework					
Parents monitor performance trends for corrective action					
Parents monitor their children's discipline for corrective action					
Parents provide a supportive home learning environment					

12. Which other area do you need parental support?

……

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SECTION F: SINGLE PARENT AND STUDENTS' ACADEMIC PERFORMANCE

13. To what extent do you agree with the statements provided. Key: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree.

Statement	1	2	3	4	5
Single parent families give less academic support					
Single parent families give less emotional support					
Single parent families have less money to pay fees					
Single parent families provide less educational resources					

14. Which other challenges do students from single parent families face that affect their performance?

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…….....**.....**

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…….

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

Introduction

Good morning/evening,

I am Angelina, a postgraduate student at South Eastern Kenya University undertaking an academic study which seeks to investigate parent-related influence on students' academic performance. I have been cleared by the government and the Ministry of Education to conduct this research in public secondary schools in Kangundo Sub-county. I hereby seek your consent to participation in this study. Please note that your participation is voluntary and that your participation or non-participation will not affect you in away. I undertake to guarantee your anonymity and confidentiality. Please do not indicate your name, telephone number or the name of your school.

SECTION A: BIO DATA

Instructions

Respond to the answers provided by ticking (✓) to indicate your opinions.

1. What is your gender?

a) Male ( )

b) Female ( )

2. What is your age in years?

a) Below 20 ( )

b) 20 – 30 ( )

c) 30 – 40 ( )

d) 40 – 50 ( )

e) 50 – 60 ( )

3. What is your highest level of professional qualification?

a) Certificate ( )

b) Diploma ( )

c) Degree ( )

d) Masters ( )

e) PhD ( )

SECTION B: PARENT LEVEL OF EDUCATION AND STUDENTS' ACADEMIC PERFORMANCE

4. What is the highest level of education of majority of parents in your school?

a) No schooling ( ) b) Primary ( )

c) Secondary ( ) d) Tertiary ( )

e) University ( )

5. Using the key provided, rank your level of agreement against each statement on how does the level of education of parents in your school influence their support to students. Key: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree.

Statement	1	2	3	4	5
Majority of the parents supervise their children to do their homework					
Majority of the parents assist their children to do their homework					
Majority of the parents give their children moral support					
Majority of the parents pay school fees on time					
Majority of the parents provide their children with adequate learning materials					
Majority of the parents help their children to develop appropriate attitudes and values					

6. How does the level of education of parents in your school affect the academic performance?

……

……

SECTION C: PARENTAL LEVEL OF INCOME AND STUDENTS' ACADEMIC PERFORMANCE

7. How can you rate the income levels of majority of parents in your school?

a) Below K.shs 6,000 ( )

b) Between K.shs 6,001 – 14,001 ( )

c) Between K.shs 14,001 – 30,000 ( )

c) Between K.shs 30,001 – 60,000 ( )

d) Above K.shs 60,001 ( )

8. Indicate your level of agreement to the statements given relating to how parents' level of income impacts students' academic performance: Key: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree.

Statement	1	2	3	4	5
Majority of parents do organize tuition for their children outside school					
Majority of parents do not have difficulties in paying school fees					
Majority of parents provide adequate personal items like pocket money					
Majority of parents provide sufficient learning materials like books					

9. How does the income of parents affect students' performance in your school?

……..……

……

SECTION D: MONITERING LEARNING ACTIVITIES AND ACADEMIC PERFORMANCE

10. Using the key provided, indicate your level of agreement. Key: 1 = Never; 2 = Rarely; 3 = Occasionally; 4 = Often; 5 = Always.

Statement	1	2	3	4	5
Parents share concerns about their children with teachers					
Parents attend school meetings and events					
Parents supervise homework					
Parents monitor performance trends for corrective action					
Parents monitor their children's discipline for corrective action					
Parents provide a supportive home learning environment					

11. Which other area do you need parental support?

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SECTION E: SINGLE PARENT AND STUDENTS' ACADEMIC PERFORMANCE

12. To what extent do you agree with the statements provided. Key: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree.

Statement	1	2	3	4	5
Single parent families give less academic support					
Single parent families give less emotional support					
Single parent families have less money to pay fees					
Single parent families provide less educational resources					

13. Which other challenges do students from single parent families face that affect their performance?

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…….

APPENDIX IV: QUESTIONNAIRE FOR STUDENTS

Introduction

Good morning/evening,

I am Angelina, a postgraduate student at South Eastern Kenya University undertaking an academic study which seeks to investigate parent-related influence on students' academic performance. I have been cleared by the government and the Ministry of Education to conduct this research in public secondary schools in Kangundo Sub-county. I hereby seek your consent to participation in this study. Please note that your participation is voluntary and that your participation or non-participation will not affect you in away. I undertake to guarantee your anonymity and confidentiality. Please do not indicate your name or the name of your school.

SECTION A: BIO DATA

Respond to the answers provided by ticking (✓) to indicate your opinions.

1. Gender:

a) Male ( )

b) Female ( )

2. Indicate your age:

a) Below 14 years ( )

b) 14-16 years ( )

c) 17-19 years ( )

d) 20 years and above ( )

4. How many marks did you obtain in your KCPE ----------

5. Tick the grade range you obtained in your last end of term exam

a) Above B+ ( )

b) Between B and C+ ( )

c) Between C and C- ( )

d) Between D+ and D ( )

e) Between D- and E ( )

SECTION B: PARENT LEVEL OF EDUCATION AND STUDENTS' ACADEMIC PERFORMANCE

7. What is the highest level of education of the parent/person responsible with your education?

a) No schooling b) Primary or Secondary ( ) c) Tertiary ( )

d) University ( ) e) Postgraduate ( )

8. Using the key provided, indicate your level of agreement against each statement. Key: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree.

Statement	1	2	3	4	5
My parents supervise(s) me to do my homework					
My father/mother help(s) me in setting academic goals					
My father/mother pay(s) my school fees on time					
My father/mother provide(s) extra books and revision materials in addition to what is provided by the government					

9. (i) How does your parent level of education affect your school life?

……

……

……

……

……

SECTION C: PARENTAL LEVEL OF INCOME AND STUDENTS' ACADEMIC PERFORMANCE

10. How can you rate the income levels of your parents?

a) Below K.shs 6,000 ( )

b) Between K.shs 6,001 – 14,000 ( )

c) Between K.shs 14,001 – 30,000 ( )

d) Between K.shs 30,001 – 30,001 ( )

d) Above K.shs 60,001 ( )

11. Using the key provided, rank your level of agreement in regard to the statements. Key: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree.

Statement	1	2	3	4	5
My parents do hire a private tutor to teach me because they can afford					
My parents pay school fess on time					
My parents provide me with sufficient learning materials such as books					
My parents pay extra tuition in order for me to improve my performance					
My parent pays any extra levy charged by the school in support of my education					

12. How does the income of your parent affect your school life?

……

……

……

……

SECTION D: PARENTAL MONITORING OF LEARNING ACTIVITIES AND ACADEMIC PERFORMANCE

13. Using the key provided, indicate your level of agreement. Key: 1 = Never; 2 = Rarely; 3 = Occasionally; 4 = Often; 5 = Always.

Statement	1	2	3	4	5
My parents conduct school to find out on my progress					
My parents attend all school meetings and events					
My parents ensure I do my homework					
My parents monitor my performance trends					
My parents monitor my discipline for corrective action					

14. Which other support would you want from your parent?

……

……

SECTION E: SINGLE PARENT FAMILY AND STUDENTS' ACADEMIC PERFORMANCE

15. (i) Which type of family do you come from?

a) Both parent family ( )

b) Single parent family ( )

c) Step parent-family ( )

c) Guardian ( )

16. Using the key provided, indicate your level of agreement against each statement. Key: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree.

Statement	1	2	3	4	5
I feel emotionally supported in my learning activities by my parents					
My school fees is paid on time					
I am provided with adequate money for pocket and personal effects					
I am provided with sufficient books and other learning materials					

17. If you come from single parent family, state the challenges you face that affect your performance

i. ……...

ii. ……..……..

iii. ……..……..

iv. ……..……..

APPENDIX V: INTERVIEW GUIDE FOR PARENTS ASSOCIATION CHAIRPERSONS

1. What is the highest level of education of majority of parents in your school?

2. In what ways does the level of parents' education affect students' academic performance?

3. How can you rate the income levels of majority of parents in your school?

a) Below K.shs 6,000 ( )

b) Between K.shs 6,001 – 14,001 ( )

c) Between K.shs 14,001 – 30,000 ( )

c) Between K.shs 30,001 – 60,000 ( )

d) Above K.shs 60,001 ( )

4. In what ways do you think the level of income of parents' affect students' academic performance?

5. At what level are parents in your school involved in monitoring students' learning activities in terms of high, moderate or low?

6. In what ways do you think parents should be involved in monitoring their children's learning activities?

7. How are students from single parents affected in their academic activities?

APPENDIX VI: BOARD OF POSTGRADUATE STUDIES INTRODUCTION LETTER

SOUTH EASTERN KENYA UNIVERSITY
OFFICE OF THE DIRECTOR
BOARD OF POST GRADUATE STUDIES

P.O. BOX 170-90200
KITUI, KENYA
Email: info@seku.ac.ke

TEL: 020-4213859 (KITUI)
Email: directorbps@seku.ac.ke

Our Ref: E55/TAL/20185/2012

DATE: 20th July 2022

Ngangi Angeline Mutei
Reg. No. E55/TAL/20185/2012
Masters of Education in Educational Administration and Planning
angelngangi@gmail.com

Dear Ngangi

RE: PERMISSION TO PROCEED FOR DATA COLLECTION

This is to acknowledge receipt of your Master in Educational Administration and Planning Proposal document titled: ***"Parent-Related Influence on Students' Academic Performance in Public Secondary Schools in Kangundo Sub-County, Kenya".***

Following a successful presentation of your Masters Proposal, the School of Education, Humanities and Social Sciences in conjunction with the Directorate, Board of Postgraduate Studies (BPS) have approved that you proceed on and carry out research data collection in accordance with your approved proposal.

During your research work, you will be closely supervised by Dr. Selpher Cheloti and Prof. Jonathan Mwania. You should ensure that you liase with your supervisors at all times. In addition, you are required to fill in a Progress Report ***(SEKU//ARSA/BPS/F-02)*** which can be downloaded from the University Website.

The Board of Postgraduate Studies wishes you well and a successful research data collection exercise as a critical stage in your Master of Education in Educational Administration and Planning.

Prof. David Malonza
Director, Board of Postgraduate Studies

Copy to: Deputy Vice Chancellor, Academic, Research and Students Affairs (Note on File)
Dean, School of Education, Humanities and Social Sciences
Chairman, Department of Education Administration and Planning
Dr. Selpher Cheloti
Prof. Jonathan Mwania
BPS Office - To file

APPENDIX VII: PERMIT

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY &

Ref No:

Date of Issue:

RESEARCH LICENSE

This is to Certify that Ms.. Angelina Mutei Ngangi of South Eastern Kenya University, has been licensed to conduct research Machakos on the topic: PARENT-RELATED INFLUENCE ON STUDENTS' ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN KANGUNDO SUB-COUNTY,KENYA for the period ending :

License No:

150434

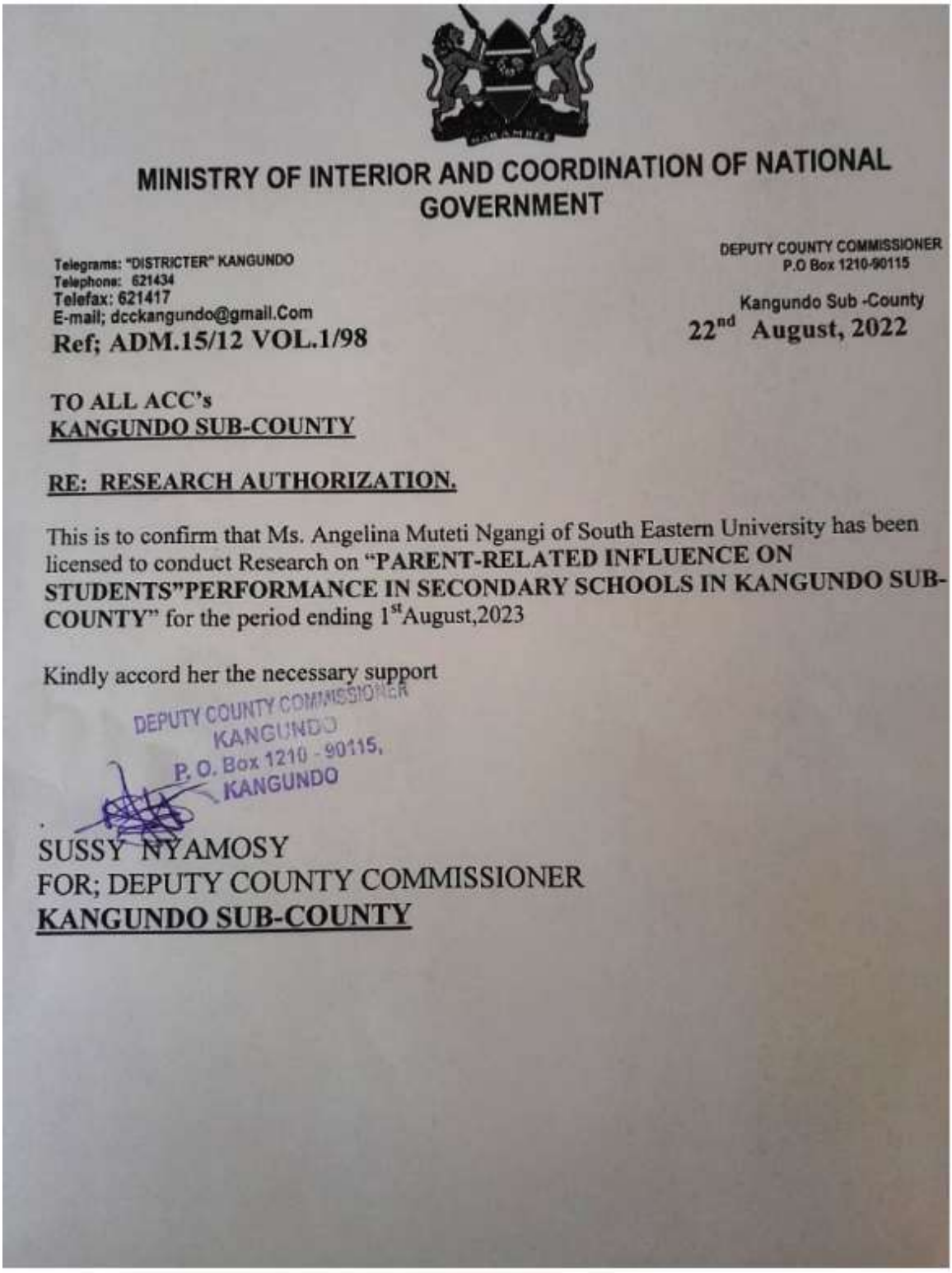
Applicant Identification

Director
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATIO

Verification QR

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner

APPENDIX VIII: DEPUTY COUNTY COMMISSIONER AUTHORIZATION LETTER



MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telegrams: "DISTRICTER" KANGUNDO
Telephone: 621434
Telefax: 621417
E-mail; dcckangundo@gmail.Com
Ref; ADM.15/12 VOL.1/98

DEPUTY COUNTY COMMISSIONER
P.O Box 1210-90115
Kangundo Sub -County
22nd August, 2022

TO ALL ACC's
KANGUNDO SUB-COUNTY

RE: RESEARCH AUTHORIZATION.

This is to confirm that Ms. Angelina Muteti Ngangi of South Eastern University has been licensed to conduct Research on "PARENT-RELATED INFLUENCE ON STUDENTS"PERFORMANCE IN SECONDARY SCHOOLS IN KANGUNDO SUB-COUNTY" for the period ending 1st August,2023

Kindly accord her the necessary support

DEPUTY COUNTY COMMISSIONER
KANGUNDO
P. O. Box 1210 - 90115,
KANGUNDO

SUSSY NYAMOSY
FOR; DEPUTY COUNTY COMMISSIONER
KANGUNDO SUB-COUNTY

APPENDIX IX: SUB-COUNTY DIRECTOR OF EDUCATION AUTHORIZATION LETTER

MINISTRY OF EDUCATION

Telegrams: "SCHOOLING" KANGUNDO
Telephone:04621382
020- 233895
FAX: 044-621382

SUB-COUNTY DIRECTOR OF EDUCATION
P.O. BOX 1273 - 90115
KANGUNDO.

TO WHOM IT MAY CONCERN

DATE: 17TH AUGUST 2022

RE: AUTHORITY TO CONDUCT A RESEARCH – NGANGI ANGELINE MUTEI

The bearer of this letter is a student at South Eastern Kenya University. She is required to conduct a research on Parent – Related Influence on Students' Academic Performance in Public Secondary Schools in Kangundo Sub – County.

Kindly accord her the necessary assistance in order to accomplish this assignment.

SUB-COUNTY DIRECTOR
OF EDUCATION
KANGUNDO SUB-COUNTY
P O Box 1273-90115 KANGUNDO

ABDI SALAT
SUB-COUNTY DIRECTOR OF EDUCATION
KANGUNDO