

**INFLUENCE OF FAMILY FACTORS ON STUDENTS' ACADEMIC PERFORMANCE
IN PUBLIC SECONDARY SCHOOLS IN NAROK SOUTH SUB-COUNTY, NAROK
COUNTY, KENYA.**

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DECLARATION

This thesis is my work, and it has never been submitted for a degree or other honor in another university. The information sent, including attachments, is meant solely for the person(s) or entity to whom it is directed and may contain confidential or privileged information. Any review, re-transmission, dissemination, or other use of, or action taken in reliance on it is prohibited.

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DEDICATION

This thesis is dedicated to my caring husband Mr. Eliud Yego and my children, Mercy Fridah, Mitchel Gratia, Elisha Salem and Allan Gabriel for their love and support throughout the process. May our good Lord take you to greater heights in life.

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LIST ABBREVIATIONS AND ACRONYMS

EA	Education for All
K.C.S. E	Kenya Certificate of Secondary Education
KNBS	Kenya National Bureau of Statistics
NACOSTI	National Commission for Science Technology and Innovation
NSSC	Narok South Sub County
PLCC	Pearson Linear Correlation Coefficient
SCT	Social Cognitive Theory
U N	United Nations
UNICEF	United nation Children’s Fund
USA	United States of America

ABSTRACT

At several academic levels, studies on factors influencing academic success have been conducted and most of these studies have concentrated on family Socio Economic Status and school factors. However, not all the factors outside school environment that negatively or positively influence students' academic performance have been covered. The purpose of this study was therefore to determine the influence of selected family factors on academic performance of secondary school students in Narok South Sub-County, Narok County. The study objectives included: To establish how the family type influences the academic performance of secondary school students, to determine how family type and parental education level influences the academic performance of secondary school students, to examine how the family type and parental involvement influences academic performance of secondary school students and finally to find out if the family type and family size influences academic performance of secondary school students in Narok South Sub County. The research adopted Social Cognitive Theory of 2002 propounded by Albert Bandura. In addition, the study used descriptive research design. The study's target population consisted of 29 public secondary schools in Narok South Sub-County with a total of 1081 form three learners, 232 teachers and approximately 300 parents. The study used a sample of nine schools with 137 students, 24 teachers, and 30 parents. Simple random sampling method was used to select the nine schools and purposive sampling method was used to select students and parents. Data from teachers and students were collected using a questionnaire (teacher and student questionnaire) and data from parents was collected through an interview schedule. Validity of instruments was measured by checking on the content with the help of experts from the department. Data was analyzed both descriptively and inferentially. Descriptive data was analyzed using frequency, percentages while t test and Chi square was used to analyze inferential statistics and establish the relationship between the selected family factors and academic performance of students. The hypothesis on the correlation between family type and students' academic performance was tested using a t-test, the hypothesis on the relationship between parental level of education, parental participation and family size and academic performance was tested using the Chi-square. The findings of the study showed that the family type had no significant influence on the academic performance of students with 0.713 at 0.05 level of significance. On parental level of education, the findings indicated that there is significance difference on the influence of mothers education from monogamy and polygamous family in favour of polygamous family with 0.051 at 0.05 level of significance, and on the fathers education level there was a significant difference between monogamous and polygamous family in favour of monogamous family , with 0.014 at 0.05 level of significance parental participation and family size had no statistical significant influence on the academic performance of the students from both polygamous and monogamous families with 1.0 at 0.05. Conclusion based on the study was that the family type, parental participation and family size did have no statistical significant influence on the students 'academic performance but parental level of education had a positive influence on the academic performance. The study recommends that parents should be sensitized on the need to participate and support their children academically and that further research on other family factors be done so as to have a clear picture of the influence of family. The outcomes are expected to be beneficial to school administrators, planners, parents and also the students.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter looks at the following areas: background of the study, statement of the problem, study's purpose, research objectives, research questions, study's scope, study's significance, study's limitations and delimitations, and lastly, the operationalization of key terms.

1.1 Background of the study

Children's immediate environment and surroundings are viewed as significant to them and has an effect on their self-esteem and attitude which in turn can affect academic performance (Muola, 2010). At the earliest possible time in their life, when their mind is most receptive, they are influenced by their home surrounding. It is at this home environment that the child first acquires the values and norms of their society. Home instills a very strong impression which may last throughout a life time. According to Bandhana and Sharma (2012), a society is seen as a source of stimulation and experiences in children lives especially during their early stages of development. Children living in non-supportive home environments experience a lot of challenges and struggles almost in every area of life as well as in their academics (Parveen, 2007; Bandhana & Sharma, 2012).

Due to the powerful influence of the family, its social climate could massively hinder or support the child's academic performance. A student's emotional stability, which is integral in academic performance is significantly affected by the social and economic environment within the family. Therefore, their academic performance or achievement whether high or low can explain the variations in the psycho-social emotive walls within their home backgrounds (Adebule, 2004). This is because potential problems in learning can result from psychological problems. These are the backgrounds that this study aims at exploring how the

selected factors within the home environment can influence the academic performance of secondary school students within the study area.

The extended family is a common set up in Africa where blood related people live together in large groups (Oyerinde, 2001). This norm however, has been affected by western culture which has caused a shift in bringing up of children from communal to individual family set up. Different family types such as single parent families have also mushroomed in Africa as a result of western influence. Wilcox, Lippman, Whitney and Cid (2009) observed that in developed countries, children from nuclear households do much better academically than their colleagues from families with one parent. However, it is not, known whether students living with both biological parents do better academically than their colleagues in families without biological parents, in stepfamilies or single parent families in developed countries (Wilcox et al., 2009). A study on the same has not been done in Narok county where there are many challenges including nomadism that influence performance of learners. This study, therefore, seeks to assess how student's performance in secondary schools is influenced by among other factors family type and parent involvement.

In the Middle East, Asia, and the Pacific islands, polygamy is a common practice. Although not so common, this practice also occurs North America, Europe, and other Western countries (Zsolnai, 2002). Ankale (2007) notes that in most regions of Africa polygamy remains common. More than a third of married men in Africa practice polygamy. The Cross-River State in Nigeria estimates the level of polygamy to range between 20% and 50% of the total marriages. Families with less educated spouses, Muslim families, and residents in the rural areas have higher rates of polygamy. It has, however, been recently observed that the

rate of polygamy is increasing among educated men who can afford to take in second wives (Aremu, Tella &Tella, 2007).

A study done by Adesehinwa (2013) concluded that performance can be predicted by family relationships and the cohesion level. He viewed the family type as the most significant factor that can influence the academic performance of a student. He saw the environment of the family and the education level of the parent being among the social class variables within the family factors that plays key role in a child's academic performance. According to Emeke (2004), the academic performance of a child is negatively or positively affected by the social interactions and environmental conditions within the family set up. Parents have a responsibility to train children at home in the informal setting to become useful members of the society. According to Xinhua (2010), the Kenyan society has been greatly influenced by modernity, education, urbanization, technology, and influence from western cultures as well as changes in socio-economic factors. Ethnic affiliations and identities are fading away as the society becomes more and more universal. Changes have also been observed in family life and families continue to be torn between the traditional set up which encourages solidarity and the modern set up which encourages individualism (Xinhua, 2020).

Furthermore, Xinhua (2020) noted that despite the policies formulated by the government of Kenya such as free primary and secondary education to enable students to acquire basic education, a heavy burden still lies in the families in terms of providing uniforms, personal effects, and other necessities. This is an indication that, like any other developing country, Kenya cannot cater for all the students' expenses because it is economically straining. For better academic performance, the family therefore has to be involved in education.

The Kenyan government has invested a lot in secondary school education through expansion of physical facilities such as classrooms and laboratories, increasing the enrollment of students, employing of more teachers, ensuring increment in the subsidy allocations and even upgrading county and extra-county schools to national schools in each county. However about 75% of the parents especially in rural areas have little or no time to spend with their children as cited by Yap (2010). Parents spend most of their time either in their careers or other family related aspects leaving their school going children at the mercy of their school teachers which could be of disadvantage to their children's academic progress.

Research conducted by the Kenya National Examination Council (KNEC, 2009) shows that poor academic performance in school is still recorded in the country and this poor performance is brought by a combination of many factors including family related factors. A study done by Kobia (2011) revealed that there was laxity on the side of parents and guardians in supporting secondary school students and this concurs with studies done by Mcneal (2014), that parents tend to give attention to younger siblings especially preschool children either because they believe that secondary school learners are mature enough and can work on their own or because of the secondary school curriculum which seems to be a bit complex. The study further revealed that 40% of parents are not concerned with the academic progress of their children in school and they do not monitor, visit or communicate with the teachers to know issues that could be affecting their children's academic performance. That majority of parents were found to be paying fees and not concerned to check on their children character development and academic performance.

In Kenya many studies that have been done have focused on comparison between two family types (grandparent and extended families) and determining how parenting style (Grace,

2001), the absence of the father (Okero, 2004), and other home related factors (Akinyi, 2008). On the other hand studies conducted among pastoralists have focused on how academic performance is affected by nomadism, little has been done to assess how family types can affect the academic performance of secondary school students in these communities. For example, studies conducted by a non-governmental organization known as Women's Global (2007) observed that as soon as they undergo female genital mutilation which is a common practice, many girls in pastoralist communities drop out of school to go and get married as young as from age twelve years. The female genital mutilation practiced has negatively influenced the academic achievement of girl child. The physical and psychological experience's they are subjected to during the female genital mutilation practice prevent many girls from reaching higher level of education and opt to get married (WHO, 1995). Other cultural practices such as moranism have also significantly lowered the school attendance of male youths from the Maasai community. Kabiru (2000) noted that after initiation, school-going Maasai boys quit school to join moranism which they believe offers learning and training experience that is more exciting. He continues to term moranism as a strong force that encourages youths in the community to drop out from school-based education and even those who are forced to continue will tend to have a negative attitude towards school life.

Regardless of relentless efforts by the government of Kenya through organizing workshops and seminars for teachers with the motive of improving teaching and learning in Kenyan schools for better results, the schools in Narok South Sub-County still record low performance at KCSE examinations. Poor performances continue to be recorded every year in Kenya despite guidance and counseling programmes and strategies being put in place to

improve it. Consistent results that family background is important in determining education performance have continued to be drawn from researches on academic performance by scholars (Gunn and Klebanov, 2007). Researchers have however, not well studied the mechanisms for understanding this relationship. Linver and Brooks, (2002) have discussed family process models on how the home environment and parenting behaviors' influence academic outcomes. Others have explored the influence of specific behaviours such as warmth, nurturing, and harsh parenting. Little has been done to determine how students' motivation and performance outcomes are influenced by factors like education level, marital status, and beliefs of parents. Finding the cause of such poor performance has therefore become a necessity.

Narok South Sub County is one of the pastoralist areas in Kenya. This area records very dismal academic performance in the Kenya national examinations, as seen in the county examination office. The researcher had interest in finding out whether the students' academic performance is influenced by family factors by focusing on family type, parental education level and parental involvement and family size which are outside the perceived factors such as moranism, early marriages, female genital mutilation and the social economic status of parents in Narok South Sub-County, Narok County Kenya.

1.2 Statement of the problem

The Kenyan Government has put a lot of relentless efforts trying to improve the general performance of secondary schools through workshops, seminars for teachers, building of more classes and laboratories, buying of textbooks for students' providing free education but the National Academic performance is still very low with less than 10% of the KCSE

Candidates' making to University (KNEC 2022). The National Examination results for Narok South Sub-County has not been very impressive, with a mean score of between 3.27 in 2017 and 3.42 in 2019 compared to national mean score of 5.6 and 5.9 respectively for the last three years. This performance is still quite low as compared to other well and leading performing Counties in the country (Ministry of Education, 2021). The data indicates that the average performance of secondary school students in Narok South Sub-County is lower than the national performance even at lower school level. This pattern has repeated itself for long despite the region receiving similar subsidies like other regions in the country. The people within the area of study practice nomadism and small-scale farming and those living near the Mau forest practise horticulture. The larger area is characterized by cultural practices such as Moranism and Female genital mutilation, early marriages and polygamy. There is also little evidence of a similar study: influence of family related factors on students performance in the area that shows relationship between family types, parental level of education, involvement, family size and students' educational success in secondary schools in the Sub-County. Therefore, this study aimed at finding the cause of the low performance by focusing on the family types, parental education level, parental involvement and family size in relation to performance as this could provide an explanation of poor academic performance of secondary students in public schools within this area of study.

1.3 The Purpose of the study

The main purpose of this study was to assess how the selected family factors influenced the secondary school student's academic performance in public secondary schools in Narok South Sub County.

1.4 Objectives of Study

The following were the objectives of the study:

- i. To establish how the polygamous and monogamous family type influences secondary school student's academic performance in Narok South Sub County.
- ii. To determine how family type and parental education level influences secondary school student's academic performance in Narok South Sub County.
- iii. To examine how the family type and parental involvement influences secondary school student's academic performance in Narok South Sub County.
- iv. To find out if the family type and family size influences secondary school student's academic performance in Narok South Sub County.

1.5 Hypotheses of the Study

The following null hypotheses were tested in the study:

- i. H_{01} : There is no statistically significant association between polygamous and monogamous family type and academic performance of students in public secondary schools in Narok South Sub County.
- ii. H_{02} : There is no statistically significant association between family type parents' educational levels and secondary school students' academic performance in Narok South Sub-County.
- iii. H_{03} : There is no statistically significant association between family type parental involvement and secondary school students' academic performance in Narok South Sub-County.
- iv. H_{04} : there is no statistically significant association between family type family size and secondary school students' academic performance in Narok South Sub-County.

1.6 Significance of the Study

This study hoped to be of great worth to a range of people, including parents, who will be made aware of how their education level influences their children's academic performance. Secondly, the secondary school administrators may find the results of this study beneficial and be informed about the influence of parents' education level on student's academic performance and find a way of encouraging students with parents of different educational levels. The study's findings could also be very useful to policymakers in designing policies that addresses the family issues affecting student's school performance and thus developing appropriate strategies for increasing student's adaptability and performance in school.

This research study is also expected to be a source of local, regional and international knowledge where other researchers may have a basis for carrying out further research related to the family factors and learner's academic performance. This study may also help educational administrators educational stake-holders in the education sector to understand the influence of family related factors on educational performance and develop ways of dealing with them. To the researcher the study becomes a source of information and understanding of the study area for further research considerations.

1.7 Limitations of the Study

It included the following:

- i. The study relied on data from the school which was not updated or may not have the current data expected and in that case the researcher visited the education office for the updates.
- ii. Language of communication was also a challenge because most of the people who are pastoralist have low levels of education. The researcher had a research assistant who understands the Maa language.

- iii. Some of the respondents (parents) were not willing to speak or tell the truth. The researcher used the research assistant to convince them that information was to be confidential and used only for this research.

1.8 Scope of the Study

The study considered only selected family factors which are; family types, parents' education level and parental involvement and the family size which had not been given adequate attention. These factors were outside the perceived, which include early marriage female genital mutilation, moranism and others in the region and these may positively or negatively influence the student's academic performance.

The study area covered only nine public secondary schools located within the area of study. All the schools had registered low marks in their national examinations according to the county director of education Narok County.

1.9 Assumption of the Study

The research study was guided by the following assumptions:

- i. That the respondents would cooperate and give the required information to assist the researcher in carrying out her research.
- ii. That the parents were also aware of their children's academic performance in examinations.
- iii. That the respondents (teachers and parents) were aware of family-related factors that may have an impact on students' performance in school.
- iv. The study also assumed that the respondents were sincere in their responses.
- v. The researcher assumed that the research assistant collected valuable information related to the study.

1.10. OPERATIONAL DEFINITION OF TERMS

Academic Performance:	The overall attainment a student has acquired in school situation.
Educational level	The level of formal education that a person has attained.
Environment	Immediate surroundings in terms of physical and psychological conditions that can affect students learning.
Family	In this study it is the total number persons at home.
Family background relationship	The relationship that exist within a family and can either positively or negatively influence the academic performance of a child.
Family size	The total number of all the children in a family set up.
Family type	This is classification of family and can be nuclear, polygamous, extended or single parent.
Parental involvement	It is the participation and contribution of parents in the learning process of their children with the goal of promoting their academic and social well-being.
Polygamy	The practice of having more than one wife at the same time in marriage set up.
Monogamy	Refers to a situation where a person has only one marital partner.
Mediation	The effect of an independent variable on a dependent variable is transmitted through one or more other variables. Mediators or intervening factors are the terms used to describe these variables.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This part of the research study examined key literature on family influence on academic performance. It looked into a number of family characteristics that influences educational performance within the secondary school education while further examining the literature in depth on the following topics: academic performance, effects of family type on student academic performance, effects of parental education level on secondary school student's education, parents' involvement on academic performance, the family size influence on the educational performance of student's and a summary of the literature review.

2.1 Academic Performance

This relates to the ability to memorize and study facts, as well as the ability to perceive how facts fit together to form bigger patterns of knowledge. Education in Kenya is exam-oriented, which implies that performance is evaluated through examination. As a result, performance is captured on top among the national agenda, with stakeholders and policymakers devoting effort towards assessing accountability and other related concerns (Mark, 2003 ; Maiyo, 2009). Performance is a key metric for determining whether a student succeeds or fails in a specific topic in school. It is also used to determine a school's success. Parents, teachers, the government, and other stakeholders are all concerned about the poor performance of secondary school students.

Bell (2002), cited that parents invest significant amount of money in their children's education because they assume that high grades automatically quarantines' a better future for them. Children's low performance, according to Uwaifo (2008), is caused by a mix of personal and institutional causes. The amount of an individual's intelligence, knowledge, and

skill are personal elements, while on the other hand familial or parental influence is institutional. Academic performance is now associated with a good life and a decent job in our culture. However, academic performance is influenced by a combination of several factors, some of which are not generally taken into account.

2.2.1. Family Type Influence on Students' Academic Performance

Family can be defined as any group of people who are biologically, emotionally, or legally related to one another. This is a group of persons who a person considers to be important to his or her well-being (McDaniel, 2005). A family is formed by a married man and woman living together with their children. It can also be explained as the most important institution of a society with its main role being bringing up an individual by taking care, training and providing a conducive environment, which will shape an individual's personality and behaviour.

Oleitan (2017) conducted research to see how family type, specifically comparing the influence of single parent families and two parent families on secondary school student's educational achievement in Nigeria. The data was collected from the pupils using the multidimensional life satisfaction measure, which was done in a classroom setting during school hours. The students' academic achievement was evaluated based on their attainments in Maths and English Language of which both are compulsory subjects in all secondary schools. The research study discovered that learners from single parent performed significantly worse academically than those from two parent families. In other words, the conclusion was that children from two parent households performance was higher academically than children from single parent families. This research shows the relationship that exist between family type and students' academic achievement. However, using only two

subjects may not have provided a good assessment of the learner's performance, necessitating the need for this research, which will look at other performance indicators.

Egalite (2016) from USA, noted in her summary piece on Coleman's 737-page report from 1966 that the study revealed that a child's academic achievement was explained more by the home and its type than by the available resources in school. The findings further suggested that a family's involvement in their child's learning and academic accomplishment have a greater impact than academically rigorous institutions or the wealthiest institutions. Many experts have looked into the influence of the family in their child's academic development on a global scale because of this.

According to Hofferth (2006), there were variations in educational achievement between children from homes with two biological parents and children from other family arrangements. This finding was attributed to the positive influence of parental participation on children's academic progress. They detailed a circumstance in which a teenager brought up by a single-parent or step-family received not as much of encouragement and assistance with schoolwork compared to an adolescent who grew up with both natural parents. The authors found that the variation in educational performance recorded by the children from these two different family types was due to differences in parental behaviour.

Sun and Li (2011) found similar results in their research, showing that students from nuclear family set up did better academically than students from single-parent households. Aneesa, Najma, and Noreen (2013) tried to find out the effects and consequences of family patterns on the development of adolescents. They believed that good communication within the family is essential for proper functioning of the family and that family communication network and system are determinants of adolescent contentment with their families.

Finally, Nonoyama-Tarumi (2017) showed in a recent study conducted in Japan, Asia that children raised in nuclear homes scored high grades academically than children raised by one parent. Insufficient economic resource was discovered as key that accounted for more than half of low academic achievement in single-mother families, whereas little parental involvement “like discussion at home, supervision at home, and involvement at school” accounted for more than half of low academic performance in single-father families. According to Nonoyama-Tarumi (2017), the apparent success gaps that existed between children of single-parent and two-parent children in Japan was explained by the “gendered labor force and division of labor among spouses in Japanese society.” Despite the abundance of research demonstrating the presence of scholastic success gaps between kids from the two different family types, no study has been performed in Kenya, particularly in Narok County, to address the issue.

Many researches that have been conducted locally implies that home environment has a significant effect on a child's academic performance in school. The findings of a Kenyan study, Nato (2016), discovered that the family type of a child has substantial impact on academic performance. He highlighted that the nuclear family has a positive impact on the student performance because of "economic assistance, familial support, parental motivation, and the conducive home study environment within the family set up." Ryan (2000) also discovered that some of the factors that also have substantial impact include family background characteristics, parental support, and teacher support . Morgan noticed that children from low social economic status tend to perform poorly in comparison to their colleagues coming from higher social economic class. Uwaifo (2008) stresses that parents significantly influence the academic success of their children if they are directly involved and

this makes children exhibit a more positive attitude and behavior even in the learning environment. From the above literature much has been done on the effects of family type or types in developed countries and urban setting. The researcher therefore seeks to find out the extent to which the family arrangement and mainly polygamous families impact academic success. This is the type of family type practiced by the pastoralist of Kenya, who are the majority of the residence within the area of study.

2.2.2 Influence of Parental Education Level on Students' Academic Performance

According to Harris and Goodall (2008); Kassim (2011), the parental education significantly contributes to the general development of a child including knowledge, skills and values. They noted that Parents' participation and interaction in educational activities of their children at home through helping with home work, monitoring their studies have positive special effects on their educational attainments. The argued that communication that takes place at home with educated parents' and their children fosters language development in terms of correct usage of words, perfect pronunciation of words and confidence in expressing themselves and this contributes' to the language development of their children. They also argued that educated parents the challenges that face children in school because they have had the same experience, thus providing proper guidance to their children in decision making and overcoming the educational challenges as they could also share the educational life experiences which are very influential and can inspire their children in their studies. Home arrangements made by children's parents has positive influences on students' educational performances (Harb & El-Shaarawi, 2006). They argued that student growth and progress in education can be attributed to home environment and that for proper nourishment and development knowledgeable parents make efforts to provide a rich learning environment

to their children at home whereas uneducated parents fail to see the need of investing in rich friendly learning atmosphere at home. Students' intellectual development and learning can be associated with the availability of basic facilities at their home which is again connected to the education level of parents'. The more the learning the learning facilities at home the better home environment and this enables them learn and develop strategies of coping up with lurking challenges in the society (Harris & Goodall, 2008; Chohan & Khan, 2010; Harb & El-Shaarawi, 2006). It's also observed that Parental attitude and educational experiences determines the influence and support they give to their children's educational development. It is a fact that parent's with higher level of education are more careful in handling matters touching on their children's academic issues (Kassim, 2011). It is assumed that educated care givers have an organized way of providing children with relevant educational requirements (Jeynes, 2007).

According to studies done by Pamela and Kean (2010), they noted that students who tend to score higher in science, language, and mathematics assessments are those whose parents have a tertiary education. Therefore, average scores attained by children whose parents have high level of education was 7% higher compared to grades of students whose parents are less educated in impoverished nations to a tune of 45 percent high in most industrialized countries throughout these three fields. Despite the fact that most of the study's done on the influence of parental' education have focused on their straight, positive impact on educational attainment as cited by Ryan and Deci (2000), this study also implied parents education has an impact on the parent's views and behaviors that favours their children and teenagers achievements (Heiss, 2006). A study done by Alston and Williams (2002) found out that parents who were of high Socio economic class average and high educational qualification

had a thinking and attitude that closely rhymed with their children's real performance. Low-income families, on the other hand, had hope and targets that were not merging with their children's actual grade attainments.

Parents education has furthermore been linked to a friendly, sociable atmosphere in the home. Both parents' education and family Socio Economic status were key determinants of the learning materials and experiences available at home, as cited by Gottfried et al. (2004), but emphasized that education level of a mother alone projected the parental affection. On the note, Smith et al. (2007) discovered that home environment mediated the relationship between family income, parents' education and children's academic achievement. Maternal education had a stronger mediation impact than family income. As a result, these authors hypothesized that schooling is linked to specific accomplishment behaviors in the family, a problem that may or may not be relevant due to other intervening circumstances.

Murray and Fairchild (2009) discovered that mother education had the most consistent direct impact on children's cognitive and behavioral outcomes, with some indirect impact via a cognitively stimulating home environment. They only looked at two major features of family mediators, however: learning stimulation and parental responsiveness. If other parent behaviors and attitudes were studied, mediation might have appeared. In a similar vein, Iverson and Walberg (2002) conducted a thorough review of educational, psychological, and sociological literature to revise 18 studies involving 5,831 school-aged adolescents. As a result, they came to the conclusion that the pupils' capability and performance are directly connected to the home's socio-psychological surrounding and brain motivation than to parental socio-economic class indicators like occupation and educational attainment.

Considering the above literature, the researcher wants to know to what extent does the pastoralists' level of education affects their children's academic accomplishment.

2.2.3 Parental Involvement on Students' Academic Performance

Parental involvement is described as a parental level of participation in their child's educational activities at school. Parental engagement refers to a variety of actions taken by parents towards their children in order to improve the learner's motivation and academic accomplishments, such as discussing schoolwork with children and keeping track of their progress. All parents are required to take part in their children's educational journey for success to be realized. Majority of the research studies on the influence of parental involvement on academic performance have focused on preschool and elementary school kids, with very little study on the same involvement on high school and college students (Gonida & Cortina, 2014; McNeal, 2015;). This can be attributed to the fact that most parents nowadays focus on their young children's accomplishments at the pre-school or primary school level because of age, rather than at higher levels such as secondary schools or colleges (Wang & Eccles, 2013).

At the high school level, parents assume that students already know what they want and can make decisions and are more likely to pay attention to and encourage their children who are younger. According to Mcneal (2014), parents become less active in their high school children's academic performance for a variety of reasons, including the high school's challenging curriculum, the attention needed by the younger children, and the availability of time. The explanations offered by the parents, on the other hand, are debatable. This is because parental participation in their children's education does not always entail direct

contribution. It can also occur unintentionally, and involvement isn't restricted to school; it can even happen in the house (Abd Razak, Zuwati & Umi Kalsum, 2013; Dikkers, 2013;)

Home experiences are key and significant in shaping the future interests, beliefs, and motivations of children's academic performance. During early childhood, parents participation is very critical in influencing their children's academic perceptions and motivation. Parents and families are seen as the most important others who have an early influence on children's life (Iruka, Barbarin & Aikens, 2008). This is due to the fact that toddlers learn by observation at a young age and mimic what they see.

Parents provide varied experiences at home, and each child's observations result in differences in their parents' attitudes, values, and beliefs, as well as how they view life in general. Education is open to anyone. All of these parental practices result in various educational focuses at home (Cross, Woods & Schweingruber, 2009). Parents must be knowledgeable about how their engagement affects their children's educational performance so that they can find a way of providing relevant educational experiences at home. According to Friedel, Cortino, Turner, and Midgley (2010), parental involvement in a variety of ways is a critical factor in improving children's educational attainment. Parental aspirations, communication relationship, family background, and parental participation in school activities are all characteristics considered important in enhancing children's academic performance in recent studies (Wang & Sheikh- Khali 2014).

The same factors affecting children's educational accomplishment in either way, were found by Bicer, Capraro, and Cetin (2012): Students whose parents were educated and exposed to a rich learning environment before they were born, according to Emir, Kilic, and Unal (2010), do better academically than students whose parents were less educated. This is due to the fact

that well-informed parents are sensitive of the learning requirements and have the chance to offer their children with the maximum instructive environment possible (Alomar, 2006). Setting goals, values and offering stimulating circumstances can help parents affect their children's academic performance.(Cross et al., 2009).

According to Israel, Beaulieu, and Hartless (2001), a child's educational attainment is related to his or her parents' financial level. Farooq, Shafiq, and Berhanu (2011) found that students whose parents were educated had outcome on standardized examinations than students with less educated parents. This is because educated parents are more likely to help their children with revision and be involvement in school work, as well as to communicate with them about their schoolwork and any other material taught in school (Fantuzzo & Tighe, 2000). The purpose of this study was therefore to determine the influence of direct parental involvement at home on student academic progress.

2.2.4 Influence of Family Size on Students' Academic Performance

In this case, family size referred to the entire number of children in the child's family, not just the child himself. A child's family type, whether monogamous or polygamous, has a significant impact on his or her academic success. Furthermore, the size of the family is determined by the type of family (monogamous or polygamous). Africa, in general, and Kenya, in particular, are commonly known for the practice of polygamy. Polygamous families are widespread in both well-educated and poorly educated families (Gottfried et al. 2004). He went on to say that it is common among professional and management fathers at the top of the occupational ladder and more prevalent among unskilled employees.

Ella, Odok, and Ella (2015) conducted a study in Nigeria to look at the influence of family size and type on students' academic accomplishment. The findings revealed that family size

and type have a considerable influence on secondary school pupils' academic performance in Nigeria. The research provides a solid foundation for understanding the association between family size and secondary school performance. The current study aims to integrate other family size-related variables and determine their impact on the learner's performance.

According to Lacovou (2001), students from smaller homes tend to perform academically better than students from large size homes. He discovered that children in higher birth orders seems to benefit from a lot of support and care than the last borns. Adler (2009), noticed that firstborns benefit from a lot of attention and this contributes to their better academic performance. According to observations and studies, the firstborn is frequently given more attention and time (Seigal, 2007). Lacovou (2001) noticed that, first born children do better than later born siblings and attributed this to parental attention given to the older children which decreases as the number increases.

Previous research into the relationship between birth order and academic performance revealed that there is a positive relationship. For example, Scott and Black (2009) observed that when it comes to the association between birth order and creativity, firstborns were doing better on a spoken test of creativeness than other birth orders. According to Smith et al. (2007), first-born children had significantly better academic performance. According to Seigal (2007), the intelligence capacity of first-born infants differed significantly from that of later-born children.

According to Rushton and McLanahan (2012), children's performance is dependent on parental time and financial inputs; the less the number of kids in the household, the more the resources for them when shared and vice versa. The resources is not only in terms of money but also the availability of time to give attention to every child. Seigal (2007), on the other

hand, confirmed that children from larger households have lower educational levels. The family and the number of children have been included in studies on family size and academic performance, but not in relation to family type in terms of kind of marriage. This study aims to investigate the impact of polygamy and the number of children on the children's academic performance in this type of family, as this is a strongly and widely practiced family type in the area.

2.3 Summary of the Literature Review

The current study investigated the association between chosen family characteristics and secondary school students' academic performance in Kenya's Narok South Sub-County. Following a review of the literature, the study focused on the influence of family type on students academic performance, influence of parental level of education on students academic performance, influence of parental involvement on secondary school students academic performance and finally the influence of family size on students academic performance as they appeared to be important factors in explaining the relationship between families and students' academic performance in the area of study.

The majority of literature shows that the student's family type, parents' educational levels and parental involvement strongly influence educational performance and opportunities (Benner, Boyle, & Sadler, 2016; Dubow et al., 2009; Kalil et al., 2012). Parents who have attained college education tend to have small sized families, create and spend more time with their children, model achievement-oriented behavior, support their children by providing opportunities for their children to engage in achievement-oriented experiences, engage their children in age-appropriate activities, and identify and cultivate their children's talents. All these mentioned behaviors, generally, lead to a child's educational success.

This study intends to use the same variables to find out whether the selected factor ‘family type, parents’ level of education and family size has the same influence on secondary school students’ academic performance among the pastoralist in a developing country.

2.4 Theoretical Framework

This study was guided by A. Bandura’s Social Cognitive theory

2.4.1 Social Cognitive Theory

Albert Bandura's Social Cognitive Theory (2002) was used in this research. The idea is based on human development, although it is more complete than social learning in terms of human behaviour. In Social-cognitive interaction, human development is influenced in part by the environment, behaviour, and cognition, all three are stressed as major variables in development. It encompasses motivational and self-control mechanisms that go beyond simply learning or changing behaviour through reinforcement. Learning is defined in SCT as the acquisition of knowledge through cognitive information processing. To put it another way, the social part accepts the environmental origins of much of human thought and activity, but the cognitive element recognizes cognitive processes' important role in human motivation and action. The Social Cognitive Theory describes organizational behaviour in terms of reciprocal causation, which means that an individual (the student), the environment (family setting), and the behaviour itself (performance) all have a mutual influence. Student academic accomplishment is considered as a product of interactions between his or her personality and, as a result, his or her environment. Family is an environmental agent that has an impact on human development and, by extension, student performance. Parents in nuclear families are more involved in their children's school activities, provide a favorable learning atmosphere at home, and have higher expectations for their children. This theory was seen to

be appropriate to the current research, which aims to determine how family type, parental participation, and parental educational level and family size affect students' academic performance (the surrounding environment of the student). According to social cognitive theory, understanding the effect of family on a learner's academic performance is a web of numerous factors that influence the learner's attitude and perception both at home and at school. The theory aided in comprehending students' academic performance in relation to the family environments in which they grow up in.

2.4.2 Conceptual Framework

The relationship between the independent variables of family type, parental education level parental involvement, family size and the dependent variable of academic performance of students' in secondary schools in Narok County is explained using a conceptual framework. The relationship is described in Figure 2.1 below.

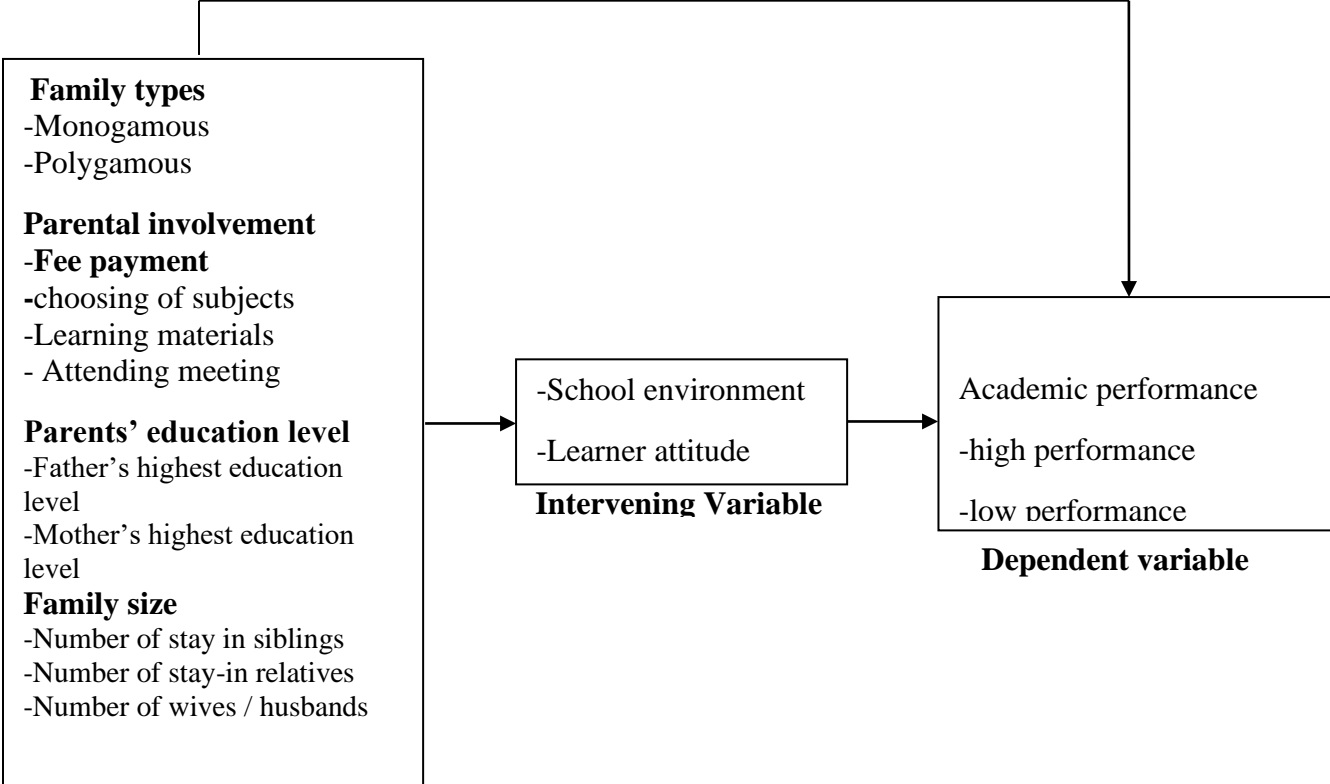


Figure 2.1: Conceptualization of the influence of family factors on academic performance

The conceptual framework depicts the connection between the independent variables and the dependent variable. The independent variables family type, parental education level, parental involvement, and family size have a direct effect on the academic performance (dependent variable) of secondary school students. This relationship can however, be affected by other factors such as school environment, education policy and perception of the learners. However, these intervening variables were not included in the study. All these factors are environmental agents as described in social cognitive theory and can affect the academic performance of students

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The research design, study location, target demographic, sample size, and sampling design were all discussed in this section. Validity and dependability of research instruments, data collection instruments and techniques, data analysis, and ethical considerations are all areas that are covered here.

3.1 Research Design

The descriptive research design guided the course of this study. According to Orodho (2009), descriptive research approach is appropriate, when the study aims to define the features of a certain group, estimate the proportion of persons who have certain qualities, and make specific predictions. It accurately portrays the circumstance without being manipulative. Descriptive research designs, according to Mugenda & Mugenda (2008), strive to acquire information that reveals existing phenomena by asking participants about their perception, attitude, and behavior. The researcher chose descriptive design because it helps the researcher to collect and analyze both quantitative and qualitative data from the respondents. Another advantage of the design is that it is favorably simple and straight forward in describing values attitudes and beliefs which were apparent in family set ups.

3.2 Study Location

As stated by the researcher, the ideal research setting is one that is directly relevant to the researcher's interest, aims, is conveniently accessible, and permits rapid rapport with the respondents (Walford, 2007). The researcher conducted this study in secondary schools in Narok County's Narok South Sub-County. The inhabitants practice nomadism and small-scale farming. The area is characterized by several factors such as cultural practices such are

Moranism and Female genital mutilation, early marriages and polygamy. There are three administrative divisions in the sub-county namely Ololunga, Loita and Osupuko. They are further divided into six educational zones and is approximately 4,577. sq.km (KNBS, 2020). The area was chosen because there was low secondary school students' academic performance and negative cultural practices were prevalent. There is also little evidence of study in the area that shows that there is a link between family types, parent education level, involvement, and students' academic success in secondary schools in Narok South Sub-County.

3.3 Target Population

The term "population" refers to the total number of people who meet a set of criteria (Mugenda & Mugenda 2008). It is a huge group of people or objects that are the study's major focus and share comparable qualities (Castillo et al., 2009). The complete set of individuals or things to which the researcher wishes to generalize the findings is referred to as the target population. This study targeted 29 registered secondary schools in Narok South Sub County. There were 232 teachers; 1081 form three learners and approximately 300 parents of the Form Three students' that formed part of the study sample. The research study considered the teachers given that they have good information about the learners and are able to give appropriate data on both the learner's behaviors and academic performance. Similarly, because teachers are also engage in daily upbringing of their children who are also students, they were included in the demographic. Besides, most of the learners who are teenagers confide more in the teachers than in their parents. The form three learners were considered for study sample for as it was possible to obtain their records and follow up on their performance and these students have been in secondary schools for long and their

academic records gave a better picture of their performance trends. They are also mature enough to make informed observations about their families that can help the researcher. The target population is presented in Table 3.1

Table 3:1 Target population distribution

Category	Target population
Teachers	232
Learners	1081
Parents	300
Total	1642

Narok South sub-County Education Office (2021)

3.4 Sampling Procedure

Sampling is the systematic selection of research individuals from a larger population who are relevant to the study (Kothari, 2004). It is a strategy for selecting a study's sample. The underlying premise behind sampling is that by picking a subset of the population, one can draw conclusions about the full population. The area under study had 29 schools and 232 teachers and 1081 form three student.

The researcher used a combination of three sampling methods namely; Stratified, simple random and purposive sampling techniques. First the area under study was divided into three Educational Divisions. Each educational division acted as a stratum. This method ensured that every division was adequately represented in the study sample. Secondly, Simple random sampling was conducted in each strata and the number of schools picked depended on the number of schools in each strata. The teachers of the sampled schools automatically formed part of the study sample. Purposive sampling was used on the randomly sampled

schools from each strata to pick students who had the required characteristics for the study. Parents were selected purposively so as to provide the required information on the family background of the students and their family. Parents of selected students formed part of the study sample and were selected purposively after their children had earlier been selected to participate in the study.

3.5 Sample Size

The sample size refers to the proportion of the population used in the study. According to Mugenda and Mugenda (2008), a sample size of 10% to 30% is appropriate for a population of less than 10,000 people. The tabulation of the sample size for the study population is shown in Table 2

Table 3: 2 Sample size

Category	Population	Sample	%
Teachers	232	24	10%
Learners	1081	137	
Parents	300	30	10%
Total		191	

Source: Researcher (2021)

This study used a sample size of 191 participants chosen from the nine schools in the six educational zones within the Sub-County.

3.6 Research Instruments

The equipment used to obtain data from the sample are known as research instruments. The researcher employed questionnaires to collect data from teachers and students, and interview

schedule to collect data from parents. The researcher also conducted analysis of documents in schools and education offices to obtain secondary.

3.6.1 Students' Questionnaire

A questionnaire is a research instrument that contains a series of questions designed and intended to collect data from respondents. They are more of the same to written interviews, the advantage of questionnaire is that they can collect information at a low-cost especially when collecting a significant amount of information from a big number of people or respondents.

The researcher employed students' questionnaire to collect data from the students. The questionnaires had two sections, A and B. Section A was designed to collect demographic information from respondents, the students, whereas Section B contained questions in the form of statements based on the study's objectives. Similarly, the questionnaire ensured that sensitive information was handled without putting the respondents under stress. For easy analysis, the surveys were created utilizing a Likert scale format. The items were rated on a five-point Likert scale, with “strongly agree” (5), “agree” (4), “neutral” (3), “disagree” (2), and “strongly disagree” (1).

3.6.2 Teachers' Questionnaire

The teacher questionnaires had two sections, A and B. Section A was designed to collect demographic information from the teachers, whereas Section B contained questions in the form of statements based on the study's objectives. For easy analysis, the surveys were created utilizing a Likert scale format. The items were also rated on a five-point Likert scale, with “strongly agree” (5), “agree” (4), “neutral” (3), “disagree” (2), and “strongly disagree” (1).

3.6.3 Parents' Interview Schedule

An interview schedule is a set of well developed and organized questions with an intention of gathering information or data about a given topic or issue. Interview schedules are better for eliciting spontaneous responses or learning what the respondent truly believes or knows about a topic, as well as reducing non-response. The interviews schedule developed by the researcher in this study was a parent's interview schedule which contained 12 questions that were designed based on the objective of the research study. The questions were administered to the parents by the researcher with the help of the research assistant.

3.6.4 Document Analysis

Document analysis is a type of qualitative research in which the researcher interprets documents to give them voice and meaning in relation to a certain evaluation issue (Bowen, 2009). Documents are easily available and manageable, they practical resources, that are an economical and productive system of acquiring data. Due to easy accessibility of documents it makes it to frequently consulted. Documents comes in many formats and this makes it dependable source of data. Obtaining and evaluating papers is significantly less expensive and time consuming. The researcher requested the class performance records for the form Three students and analyzed their progress and performance.

3.7 Piloting of Research Instruments

The researcher carried out a pilot study to check whether the research instrument was valid and reliable. Mugenda and Mugenda (2012) suggest that a sample to be used for a pilot test should be at least 10% of the expected sample size. For this study therefore, one school was used to pilot the research instruments. The pilot school was not among the schools that were picked to participate in the study. The teachers, Form Three learners and PTA representatives

were used from the study area and their responses helped to shape and refine the research instruments before embarking on the main research. The piloting of the research instruments helped the researcher to identify potential problem areas and address them before the actual field for research.

3.8 Validity of Research Instruments

Validity tests are divided into three categories: content, criterion-related, and construct validity. The study used content validity to assure that the test items accurately reflect the material being measured. The validity of research tools is determined by how the data obtained is related in terms of how well the items have sampled significant parts of the study's overall goal (Creswell, 2011). Experts from the Maasai Mara University Department of Educational psychology and the study supervisors were asked to assess the measuring techniques and coverage of the study to determine content validity of the instrument. The basic assumption of content validity is that each variable contains an infinite number of items in its content population, and that highly valid instruments reflect a representative sample of these items. The researcher discussed the instruments with her supervisors and other experts to determine the validity and to ensure that the data collected was going to be relevant to the study. Some of the items were modified and others discarded in order to improve the instruments' quality thus enhancing their validity.

3.9 Reliability of Research Instruments

How reliable the research instruments are is a measure of the extent to which the instrument can produce the same results when used several times (Mugenda & Mugenda, 2003). A test retest technique was adopted and Alpha Cronbach reliability coefficient was used to establish

how reliable the instrument was. The test retest conducted yielded a reliability coefficient of 0.756 which is an indicator of a strong reliability and was considered appropriate.

3.10 Data Collection Procedure

A letter of introduction to the National Commission for Science, Technology, and Innovation was requested by the researcher from the University. The introductory letter was then presented to the commission which then authorized the researcher to go to the field. This permit was used at the county level to get letters to introduce the researcher to the head teachers and local authorities in the field and to obtain data. The researcher then went ahead to the field to gather data as per the schedule, making pre-visits to the schools to build rapport with the participants before the actual event of data collection. This allowed the researcher to familiarize with the participants. The questionnaires were self-administered by the researcher who also conducted the interviews with the help of a research assistant.

3.11 Data Analysis

After the process of data collection, the unprocessed data was organized systematically to make analysis easier. Completed questionnaires were edited to determine whether they were complete and consistent, descriptive and inferential statistics were used to analyze data. Descriptive analysis involves analyzing data using frequency distribution, frequency, and mean. Inferential statistics on the other hand was analyzed and used to show if there was a relationship between the study variables by use of Pearson Chi square and T test. The information gathered via open-ended questions and the interview schedule was organized into themes that were pertinent to the study and presented in narrative style utilizing descriptions.

3.12 Ethical and Logistical Consideration of the Study

The researcher applied for an authorization permit to collect data from the schools, then visited the County and sub county Education office for further guidance and contacts for the principals of sampled schools. With the permission of the principals the researcher together with her research assistant visited the schools via private means of transport guided by the Google map applications. Before distributing the questionnaire to the sampled participants, informed consent was obtained by asking for permission from the participants. Respect and decency were shown to the participants by employing the principle of anonymity, the study ensured that respondents were protected from injury by reducing the amount of physical and psychological stress. To avoid plagiarism, any work cited from other sources was explicitly recognized and included in the references. The researcher followed the principle of voluntary consent, which required the respondents to voluntarily participate in the study.

CHAPTER FOUR

RESULTS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

In this chapter, the results of the study are presented and discussed alongside the objectives of the research study and the hypothesis to which this study made reference. The study was assessing the influence of the selected family factors on the academic performance of Secondary Schools in Narok County in Kenya specifically referring to Narok South Sub-County. This chapter also covers the questionnaire return rate, the demographic characteristics of the respondents, the findings and discussions based on the findings and research objectives, which included:

- i. To establish how the family type polygamous and monogamous influences the academic performance of secondary school students in Narok South Sub-County.
- ii. To determine how family type and parental education level influences the academic performance of secondary school students in Narok South Sub County.
- iii. To examine how the family type and parental involvement influences academic performance of secondary school students in Narok South Sub County.
- iv. To find out if the family type and family size influences academic performance of secondary school students in Narok South Sub County.

4.2 Questionnaire Return Rate

Out of the 137 questionnaires that were distributed, 137 which equals to 100% of the total questionnaires were collected and were presumed enough for the study. This was achieved by the researcher collecting the data herself and guiding the respondents in filling the questionnaire and clarifying and answering any concerns raised by the respondents. The researcher also managed to conduct interviews with the respective parents.

4.3 Demographic Characteristics of Respondents

In this research study, the demographic characteristics of the student respondents included, their gender, age brackets, type of school, number of step mothers and step siblings in their family's, type of family they come from and their average academic performance in the last three exams while for teacher respondents included; gender, age bracket, academic qualification and their opinion on the academic performance.

The researcher was interested with age, gender and type of school to ensure that there was equal representation of respondents from both genders, from all the type of schools within the area of study and from the possible age bracket of students. The findings of the study are presented in Figure 4.1

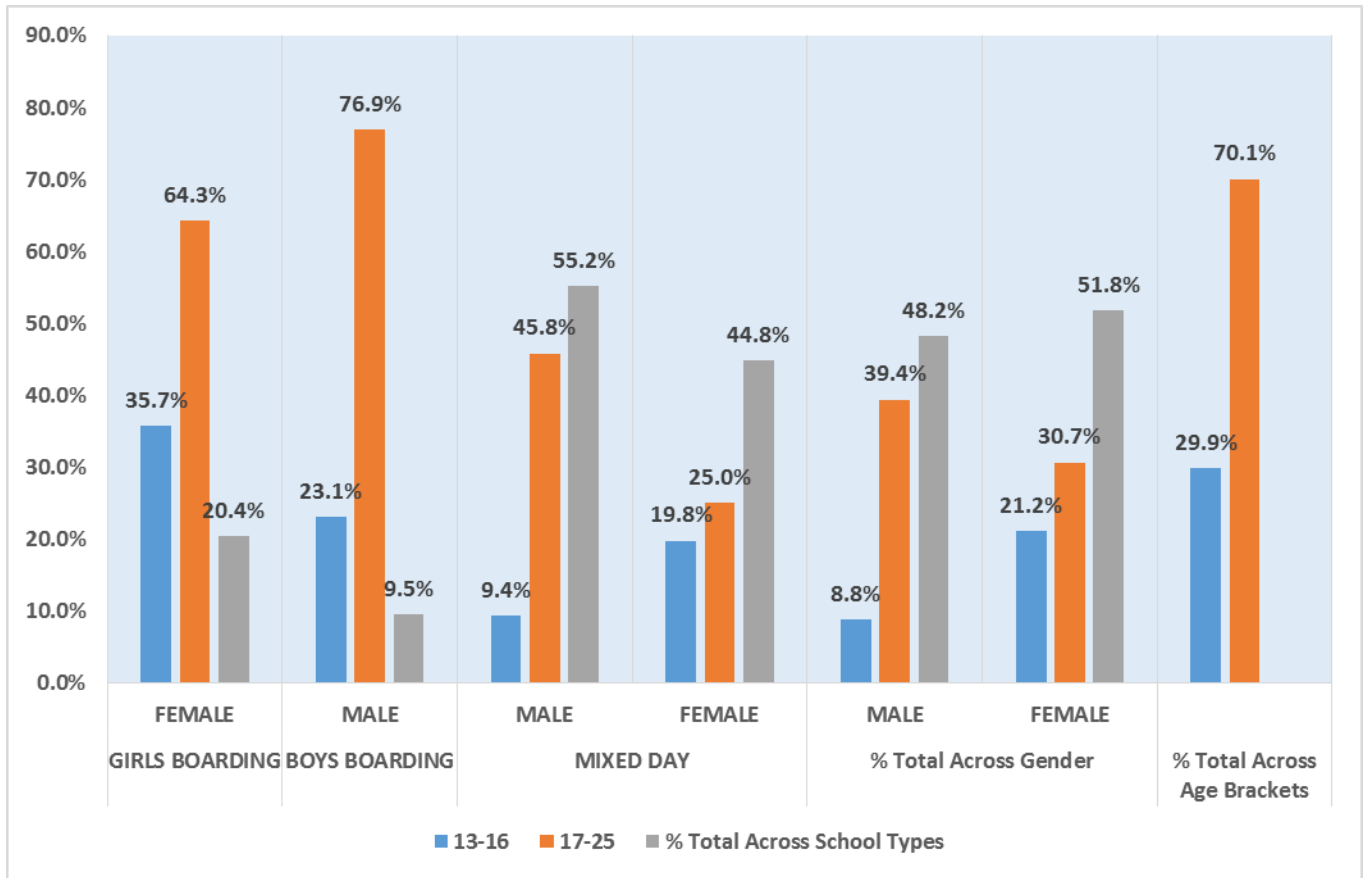


Figure 4.1 Distribution of Students Gender, Age and Type of School

The results illustrated in Figure 4.1 show that majority 70.1% being at the age bracket of 17-25 years (with 43.8% being female and 56.2% being male) and 29.9% at the age bracket of 13-16 years (with 70.7% being female and 29.3 being male). The data obtained depicted a good representation of the selected population in terms of gender, this ensured that reliable data was obtained as illustrated by Thokozile (2007) that gender statistics are critical in whole process of decision making, policy making, planning, implementation and even evaluation. From these data it shows that there is a slight increase in enrollment of girl child in the schools in Narok south sub county. Also the transition and retention rate has greatly improved as seen by the number of girls in the secondary school and this can be attributed to the fact that there has been a lot of campaigns on women and girl child empowerment that have been going on and funded by the collaboration of the government and non-governmental organization.

The researcher also asked the participants to state the school type they were in. According to the results, 70% of the student participants were in mixed day schools 20% were in girls boarding and 10% were in boys boarding. Regarding the type of school attended by the student respondents, it was necessary to ensure that there is a good representation of all the type of schools found within the area of study. The data on the type of school illustrate that most secondary schools in Narok South Sub County are mixed day school. This implies that most students 'within the area of study interact with home environment on daily basis. It can also imply that the economic status of the residence is low and that most parents cannot afford to send their children to boarding schools.

Teachers were also part of the respondents and their gender, marital status and education qualifications were also analyzed and results are presented below in Figure 4.2.

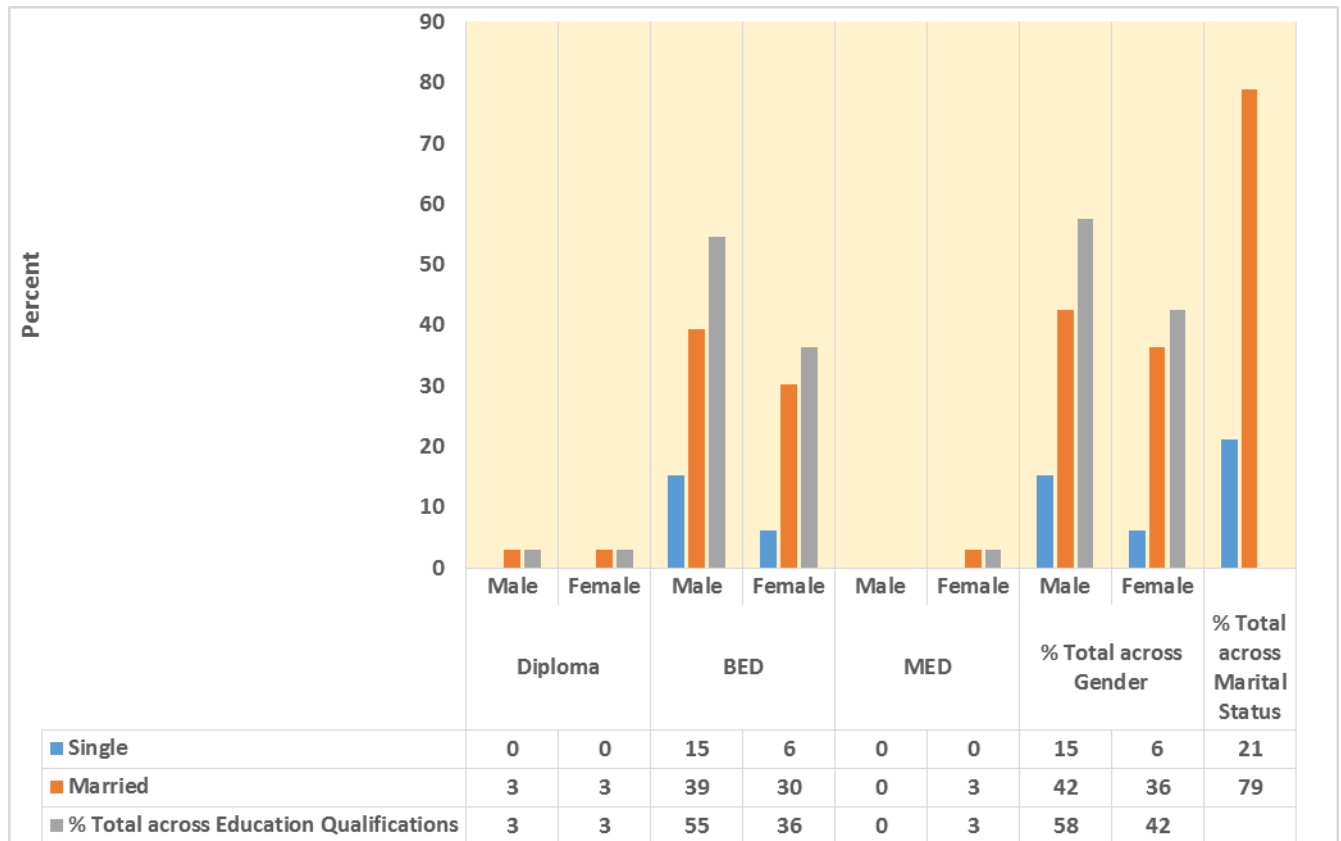


Figure 4.2 Distribution of Teachers' Gender, Marital and Educational Qualifications

Figure 4.2 show that majority of the teacher's respondents were male with 58% and female 42 %. On their marital status the findings revealed that 79% are married and 21% single, this indicates that most teachers who handle the students are also parents or have children and can understand the needs and the challenges the learners experience within their home environment. This can also mean that the teachers can give useful information relating to home environment that can help the researcher in the study. Concerning the teachers educational attainments the results showed that 91% had bachelor degree, 6% were diploma holders and 3% had master's degree this was necessary so as to know the category of teachers that interacts with students and also the type of academic support the students can get from their teachers in terms of curriculum delivery and teacher competency.

The researcher was also interested in finding out the number of step mothers and step siblings of the respondents from polygamous and monogamous homes so as to know whether the larger the size of the family the poorer the academic performance or vice versa and the results are presented in Figure 4.3

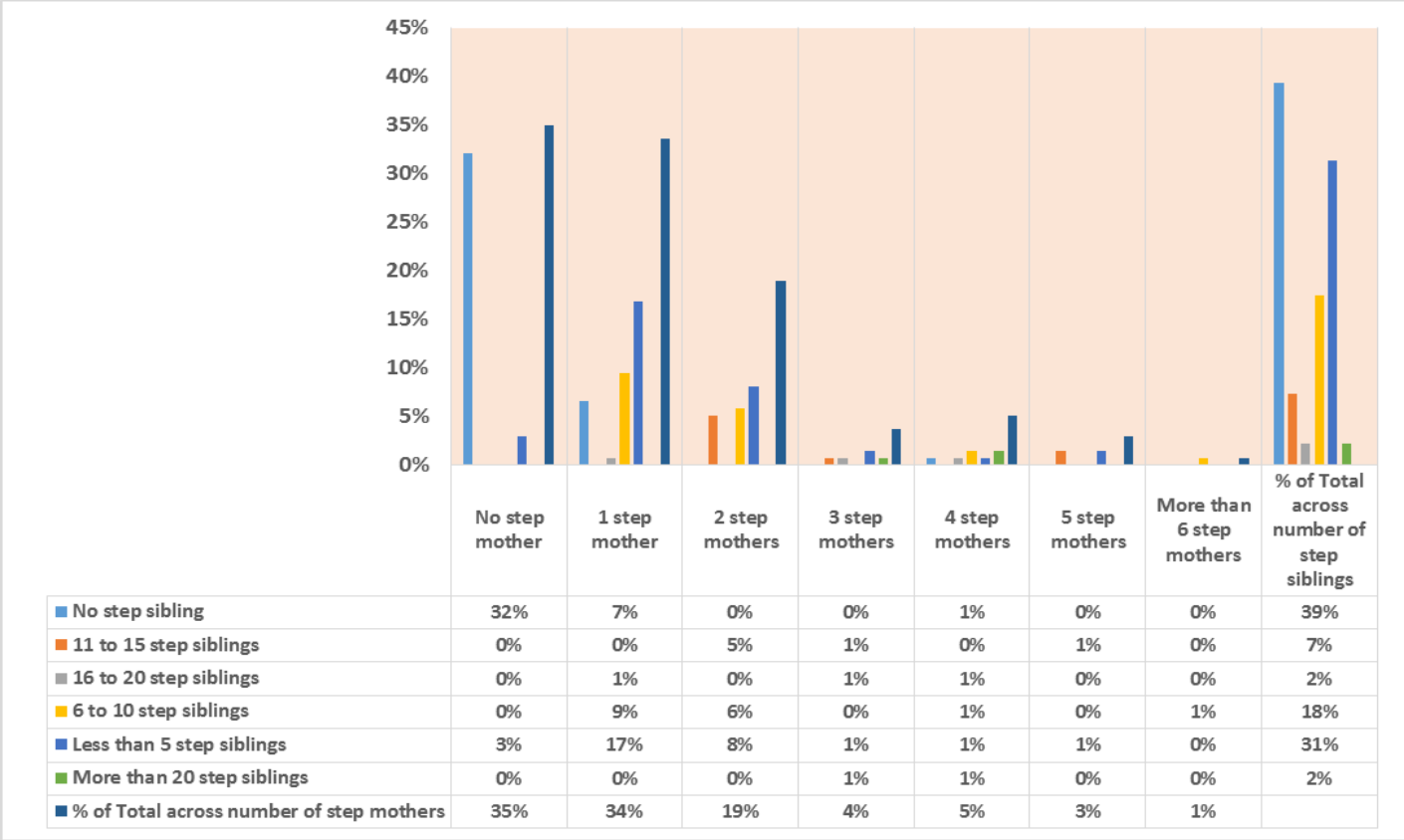


Figure 4.3 Student Respondents by Number of Step mother and step siblings

The findings on step mother and step siblings showed that 35% had no step mothers,34% had one step mother,19% had two step mothers,5% had four step mothers 4% had three step mothers, 3% had five step mothers and 1 % had more than six step mothers. In terms of step siblings 39% had no step siblings, 31% had less than 5 step siblings, 18% had between six to ten siblings, 7% had between eleven to fifteen siblings and 4% had more than sixteen siblings as illustrated in Figure 4.3. The results also show that more than 50% of the respondents had step mothers and more than 50% had step siblings, this is an indication that polygamy is very

common in the region and this could likely lead to large family sizes. This could be ascribed to the fact that the people within the area of study are pastoralists and their culture encourages and allows the practice of polygamy. Looking at the number of siblings and step siblings it indicates that family sizes of the majority of residence is large and this implies that if the economic status of parents is low, then they will not be able to provide all the necessary academic support their children need and this can affect the academic performance negatively.

4.3.1. Academic Performance

The academic performance was the dependent variable in this research study. The researcher had an interest in finding out the influence of the family factors on academic performance by looking at the influence of selected family factors on academic performance. The students' average Academic Performance was analyzed and results are presented in Table 4.1

Table 4.1 Distribution of Students Academic Performance

GRADE	A	B	C	D
NO. OF STUDENTS	3	19	70	45

From the table above, the results show that 2% of students had a mean grade of A, 14% had a mean Grade of B, 51% had a mean grade of C and 33% had a mean grade of D. This indicates that the average academic performance is generally low with most students having a Mean Grade of C and below.

4.4. Influence of Family Type on Students' Academic Performance

The researcher was investigating the influence of the family type on Academic performance by looking specifically at polygamous and monogamous family types. The results are presented in Figure 4.4

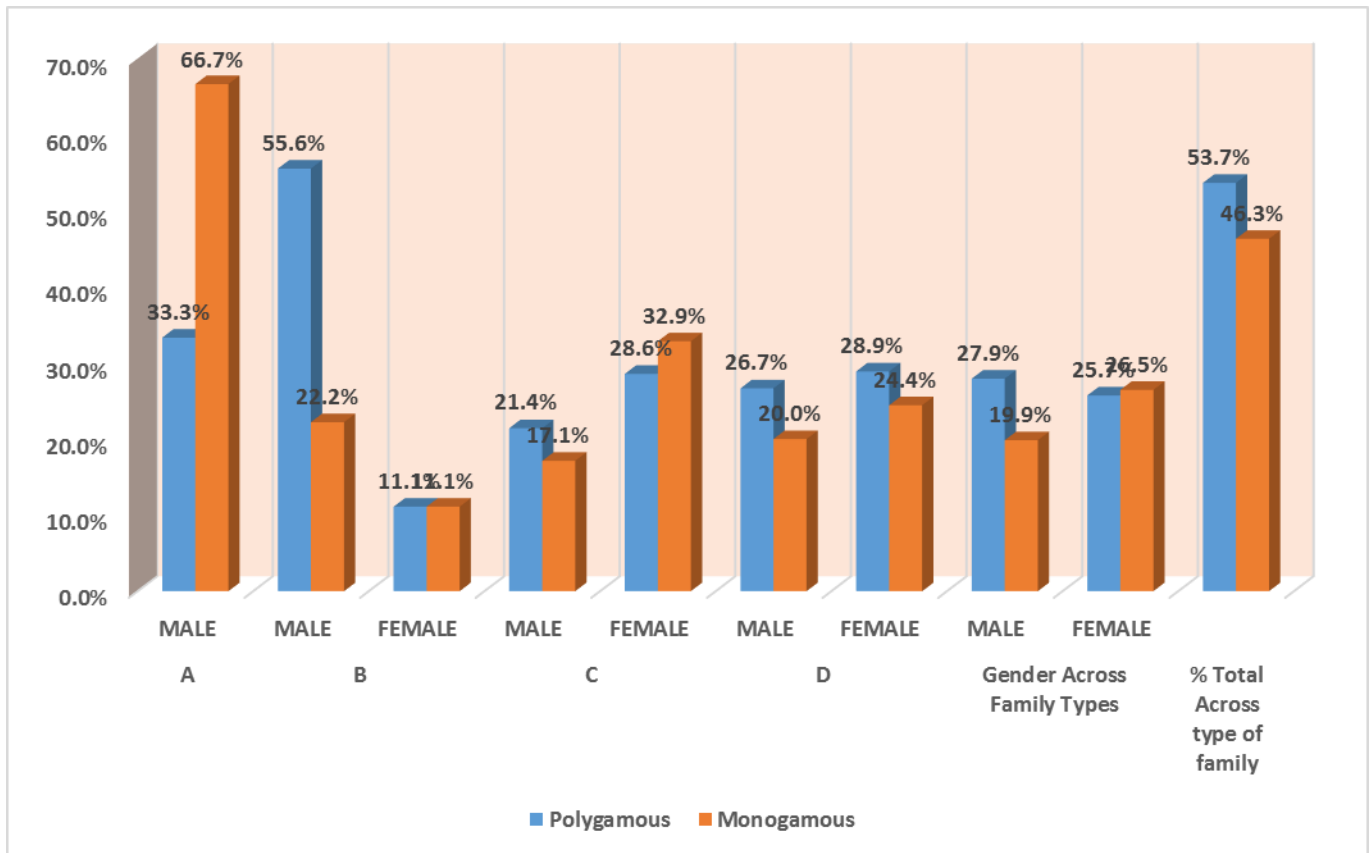


Figure 4.4 Distribution of Students' Gender, Family Types and Academic Performance

From the Figure 4.4 above the results revealed that 53.7 % of the respondents came from polygamous family set up and 46.3% came from monogamous family type .In terms of academic performance 51% (61.5% female and 38.5% male) of the respondents had an average Mean score of Grade of C in their last three examinations, followed by 33% (53.3% female and 46.7% male) had an average mean score of grade D in their last three examinations while 2% which were male had an average Mean score of grade A with none of the female students attaining a mean score of grade A. Those who were leading with better

grades were boys in As and Bs from polygamous family set ups, there was an almost equal number of students from polygamous and monogamous families who attained an average grade C in their performance. Lastly most students who had attained a mean grade D in their academic performance came from polygamous homes. From the above distribution there was no significant difference in performance of students from both family types and this could be attributed to the nature of exposure of the learners and their cultural practices. Comparing the average mean score of the students within the sub-county and national mean score the Sub County performance is very low, in fact it's below the national mean score. This indicates that there are other factors that affect the general performance of students within Narok south sub-county secondary schools other than the family type. This is because performance across family type is almost the same. Even students from monogamous family set up still records low performance. This could mean that there are other factors outside the family factors that affects the academic performance of the students' in Narok South Sub-County. Besides looking at the students' family type and academic performance, students' view on influence of family types on academic

performance was also analyzed and findings presented in Figure 4.5

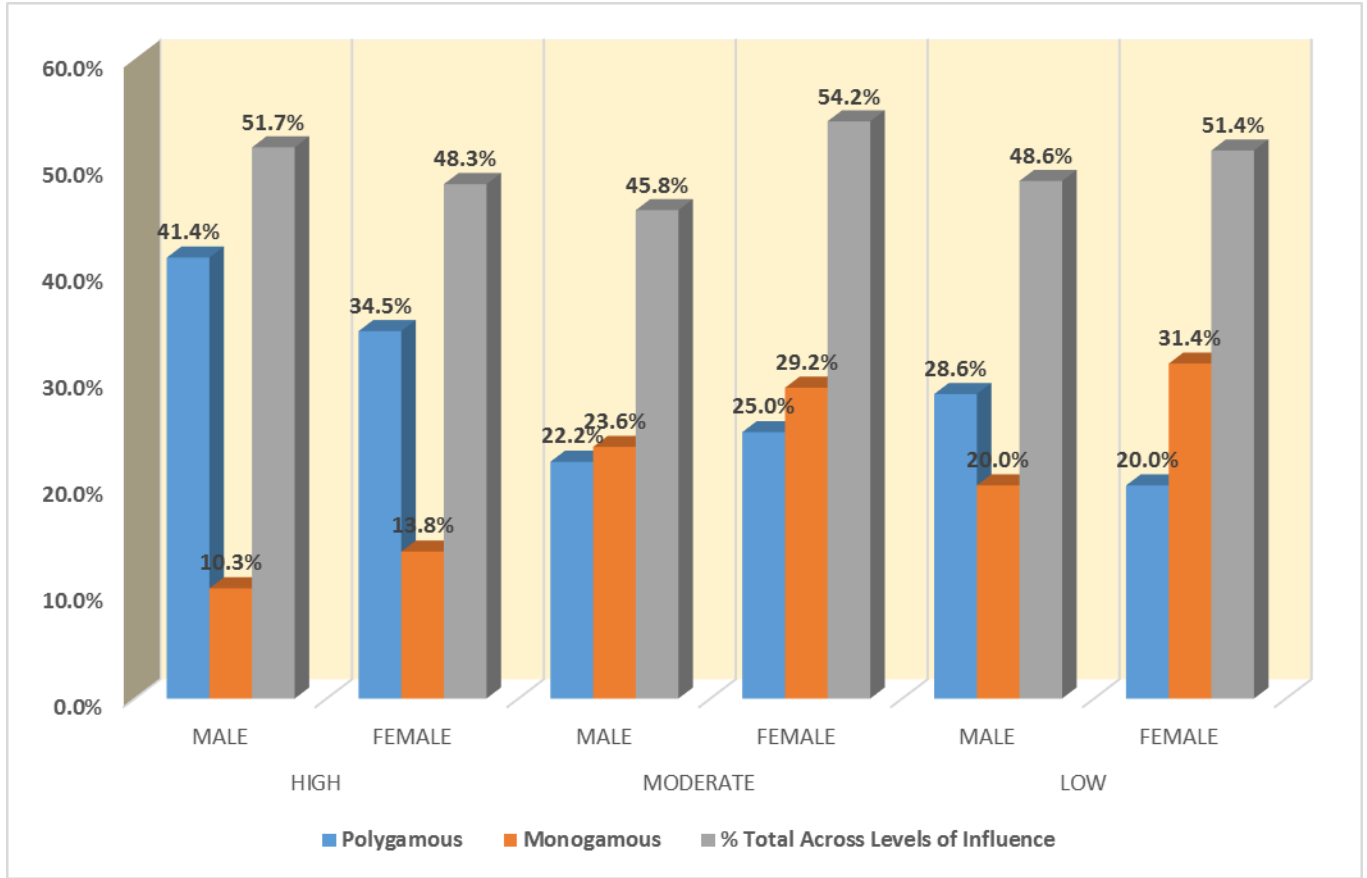


Figure 4.5 Students' Gender and View on the influence of Family Types on Academic Performance

The findings from the students view on the influence of family type on academic performance showed that male students highly agreed that family type of the student affects their academic performance, high percentage of female students were of the opinion that family type moderately affects students' academic performance and more female students agreed on the low influence of family type on the academic performance, this contradicted the findings of the study done by Hofferth, (2006) and reported that there were differences in educational attainment gaps between students from families where the children were with their two birth parents, and children from other family structures. They attributed this finding to how parental involvement influenced children's school performance positively

From the interviews conducted with parents, majority them did not see any effect of family type on academic performance of their children. They instead coin the academic performance to financial ability of the family. According to the researchers' observation and view, this could be because most parents within the area of study did not understand their responsibilities when it comes to giving educational support to their children and the effect of the home environment to academic performance. From the data collected on the student's average grades, it showed that there was no significant difference between the academic performances of students from polygamous and monogamous family type. This could be because polygamy in the region is a normal norm and, in most cases, they have grown in it. Actually, step siblings in most cases do not experience rivalry amongst themselves and with their step mothers. When parents were interviewed on the same, they acknowledge that in their culture all the wives and children live together the way the father of the home wants. Fathers confessed that older wives participate in selecting the younger wives to be married by them. This means that psychologically, they do not get distracted or bothered by their husbands marrying more than one wife hence family type. Teacher's response in the questionnaire on the level of influence of family type on academic performance of the students' are presented in Figure 4.6

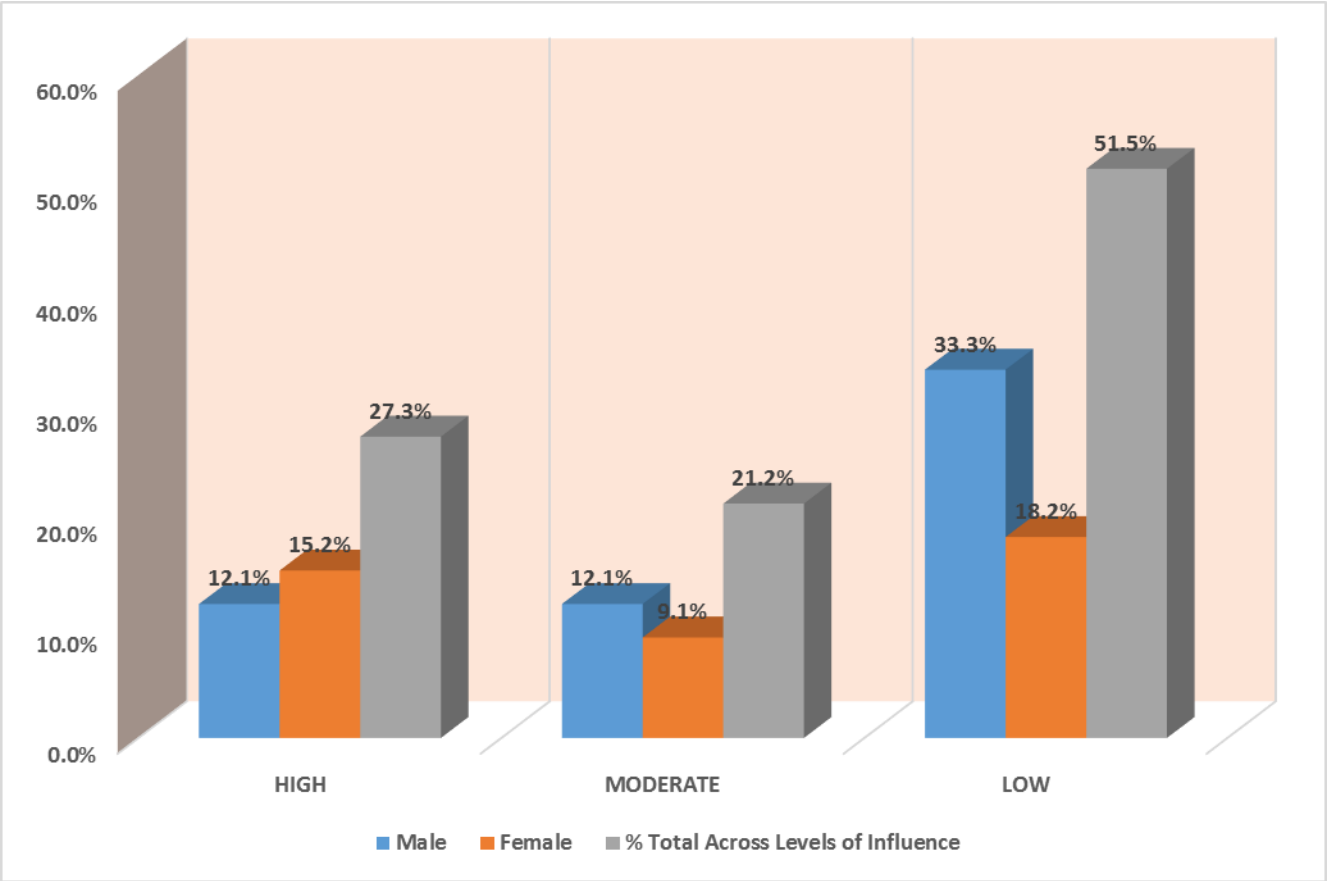


Figure 4.6 Teachers respondents on the influence of Family Type on Academic Performance

From the above representation high percentage of teachers (51.5%) were of the opinion that family type had low influence on academic performance of students, 21.2% opinion of the teachers stated that such an influence was moderate the remaining 27.3% opined that the influence was high. This findings imply that teachers' perception on the influence of family type on students' academic performance is almost the same as the perception of the parents who were interviewed on the same. This could be explained more by the academic performance of students from both polygamous and monogamous families, because there was no difference in terms of their academic performance. The students from polygamous home seemed to be working harder than their counter parts. Teachers are part of the community and from their interactions and experience, they had seen students from

polygamous home working very hard so as to improve their lives. Another reason could be that mothers from polygamous home tend to encourage their children to work hard so as to become better people who can help their siblings and them especially if their husbands are not supportive. The findings of Uwaifo (2008) asserts that parents greatly influence the academic success of a child if they are directly involved, makes children exhibit a more positive attitude and behavior and studies done by Ryan (2000) also discovered that family background characteristics, parental support, and teacher support have a substantial impact from these findings academic performance are influenced by several factors combined together and not singly family type or family background.

4.5 Influence of Family Type and Parental Level of Education on Students' Academic Performance

The study was also investigating how the level of education of the parents influenced the students' academic qualifications. This area focused on the level of education of the mother and the father and the respondents view on how this education level influences academic attainments. They were also asked to give the highest academic levels of both parents in the questionnaire and they responded as shown in Figure 4.7

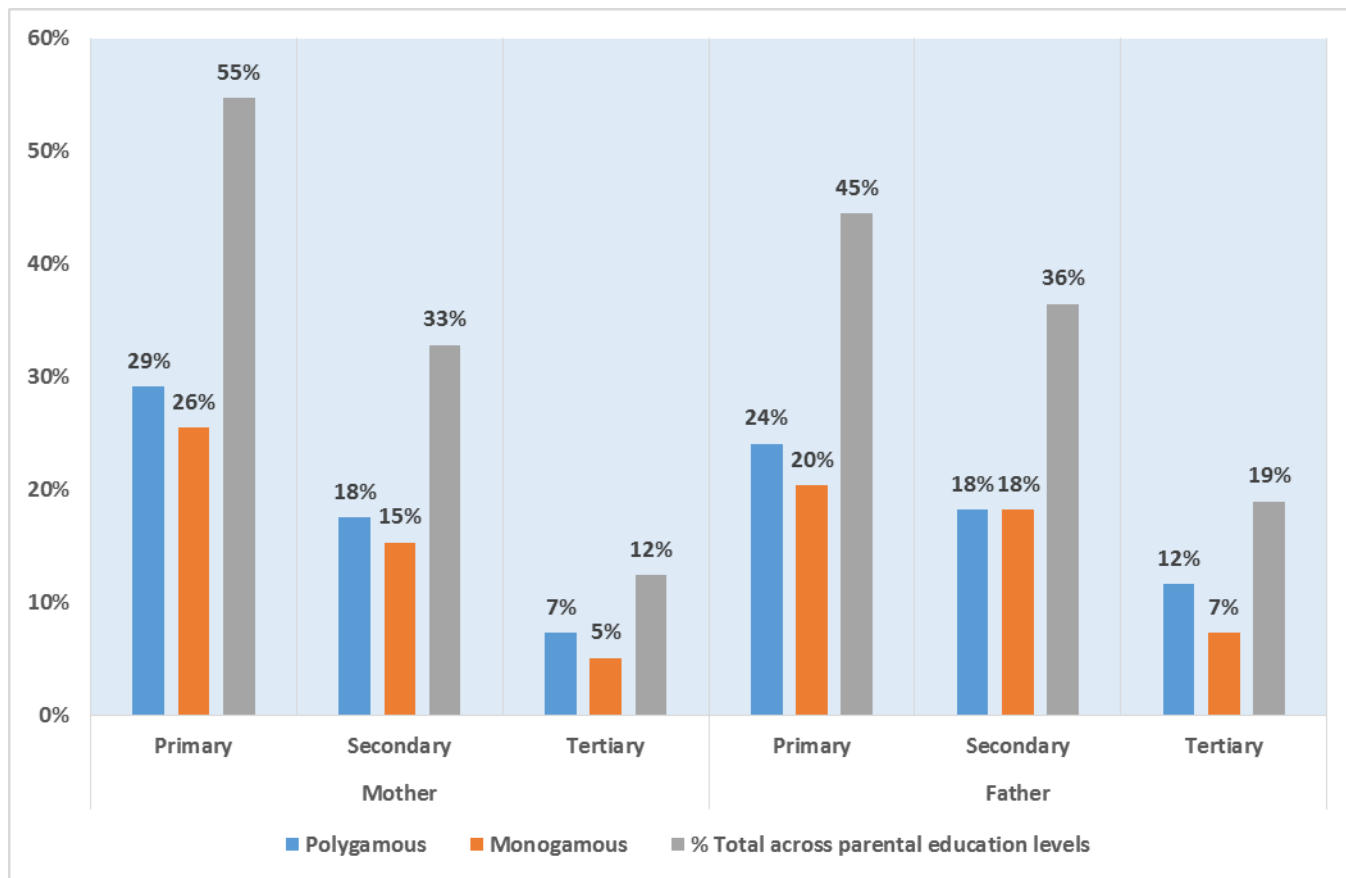


Figure 4.7 Family Type and Parental Level of Education

Considering the above results 55% of the respondents' mothers highest education was primary level, followed by 33% who had attained secondary level and lastly 12% had tertiary level. On the fathers education level 45% of them had attained primary level, 36% secondary level and 19% had tertiary education. This indicates that the majority of parents had primary level education and the highest percentage of those who had tertiary education were the fathers. This could be brought by the influence of culture. For a long time, the community has been known for the practice of early marriages, female genital mutilation and moranism, these cultural practices might have deterred many from progressing to higher levels of education.

The findings also showed that majority of the teachers agreed that the parents' education influences students' academic performance and supported their response with the reason that

educated parents will be able to provide all basic necessities for learning to the students, encourage their children to work harder, to be better than them, and are role models to their children. The respondents also noted that educated parents will have an urge to have their children in better schools. This thus supports the finding of Alston and Williams (2002) who concluded that parents with high to moderate education background had almost the same closer thinking and attitude with their children than those parents with low education in comparison to real performance of their children. Students Gender, parental education level and students academic performance was cross tabulated and the results are shown in Figure 4.7

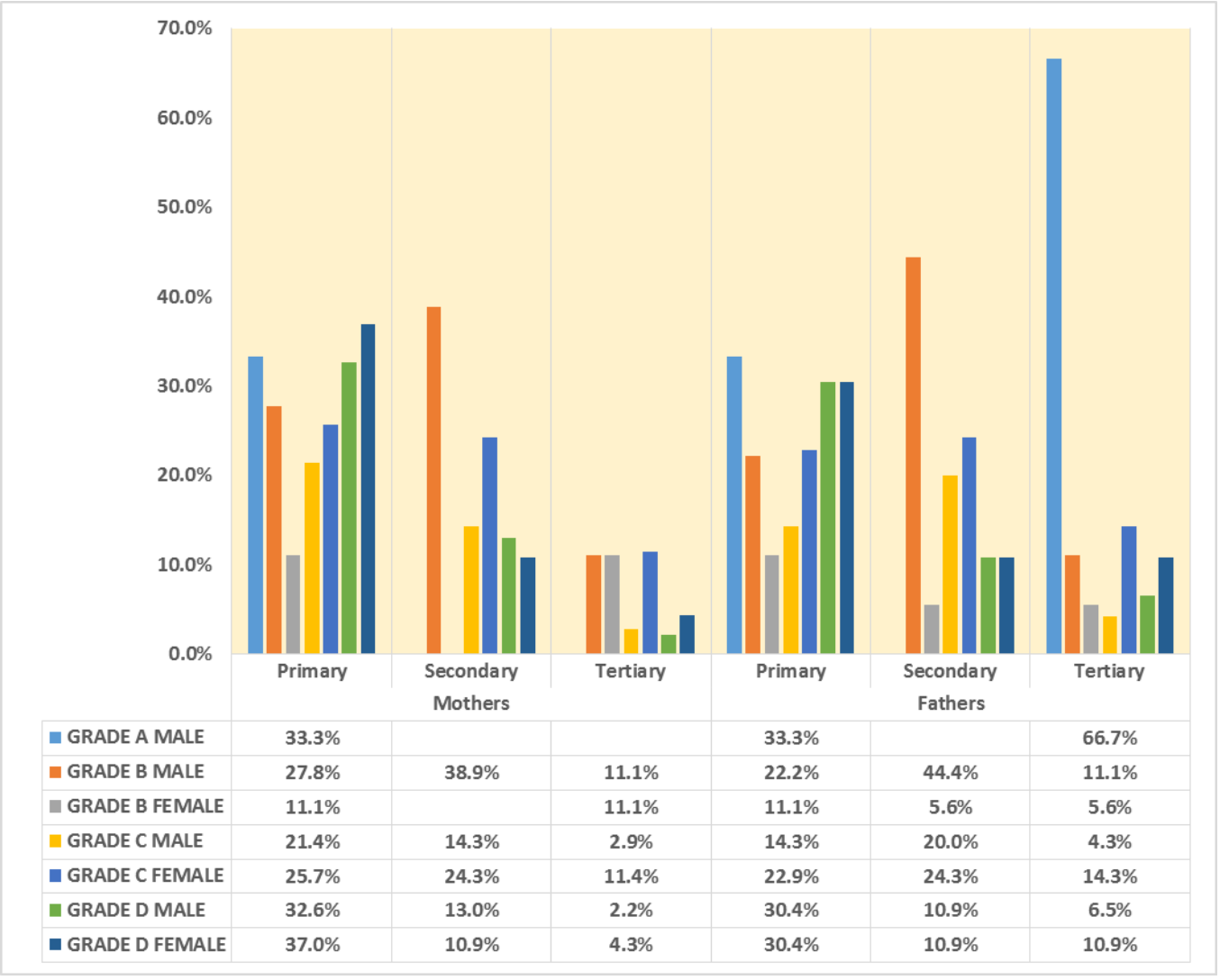


Figure 4.8 Gender, Parental Education Level and Students’ Academic Performance

The Figure above was tabulated to show the relationship between the parental level of education and the students’ academic performance by looking at the students’ performance and parents’ education level. The results showed that 33% of the male students who had a mean score of A their mother’s highest education qualification was primary and 67% of the male students of the same grade their fathers had attained tertiary level. Majority of students who had a mean grade of C and below were female students and had their mothers attaining primary level and their fathers having attained secondary school education with a few having tertiary education. This could be because girls at home are taxed with helping their mothers

with domestic chores and upbringing of their siblings. Early forced marriages witnessed every year and female genital mutilation could also be disturbing them. Teachers were also asked for their opinion on the influence of parental level of education on the students and their responses are presented in Figure 4.8

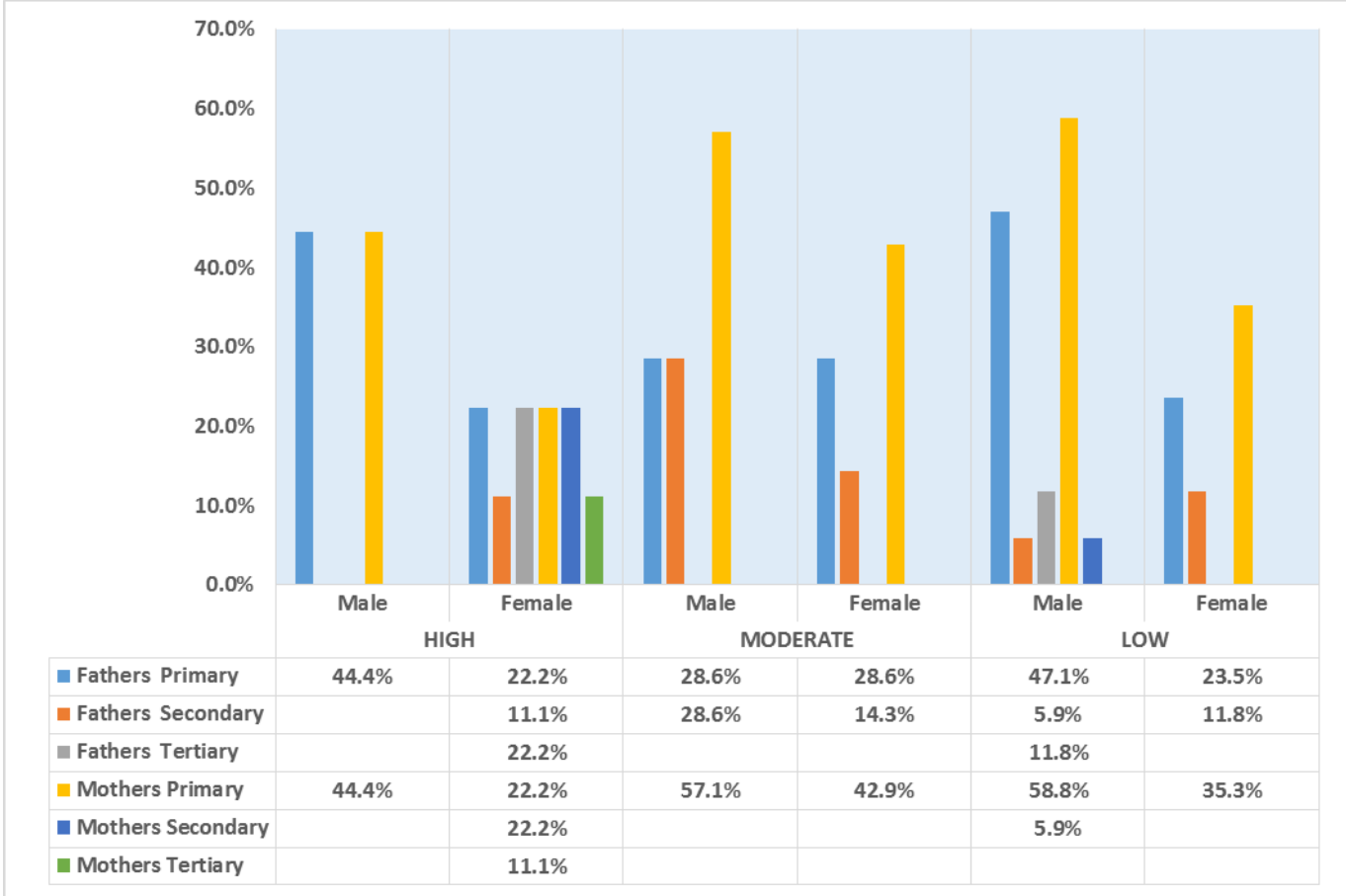


Figure 4.9 Teachers’ Gender and their views on Parental Education Level and Students’ Academic Performance

In the Figure 4.9 the highest percentage of 44.4% was recorded by the male teachers with the view that mothers who had attained primary had high influence on the academic performance of their students, average number of teachers both male and female were of moderate opinion and slightly high number of male teachers supported parents who had primary level of influencing the performance of their children. Male teachers seemed to be of

mixed reactions and siding the primary school level mothers. The possible reason for this could be; they see primary school parents encouraging their children to work hard as a compensation of what they did not do and achieve but wish that their children achieve and became better than them.

4.6. Influence of Family Type and Parental Involvement on Students’ Academic Performance

The study was also trying to find out if parental involvement had an influence on students’ academic performance. The students were asked to rate their parental involvement in their academic activities on a five likert scale and the responses results are presented in Figure 4.10.

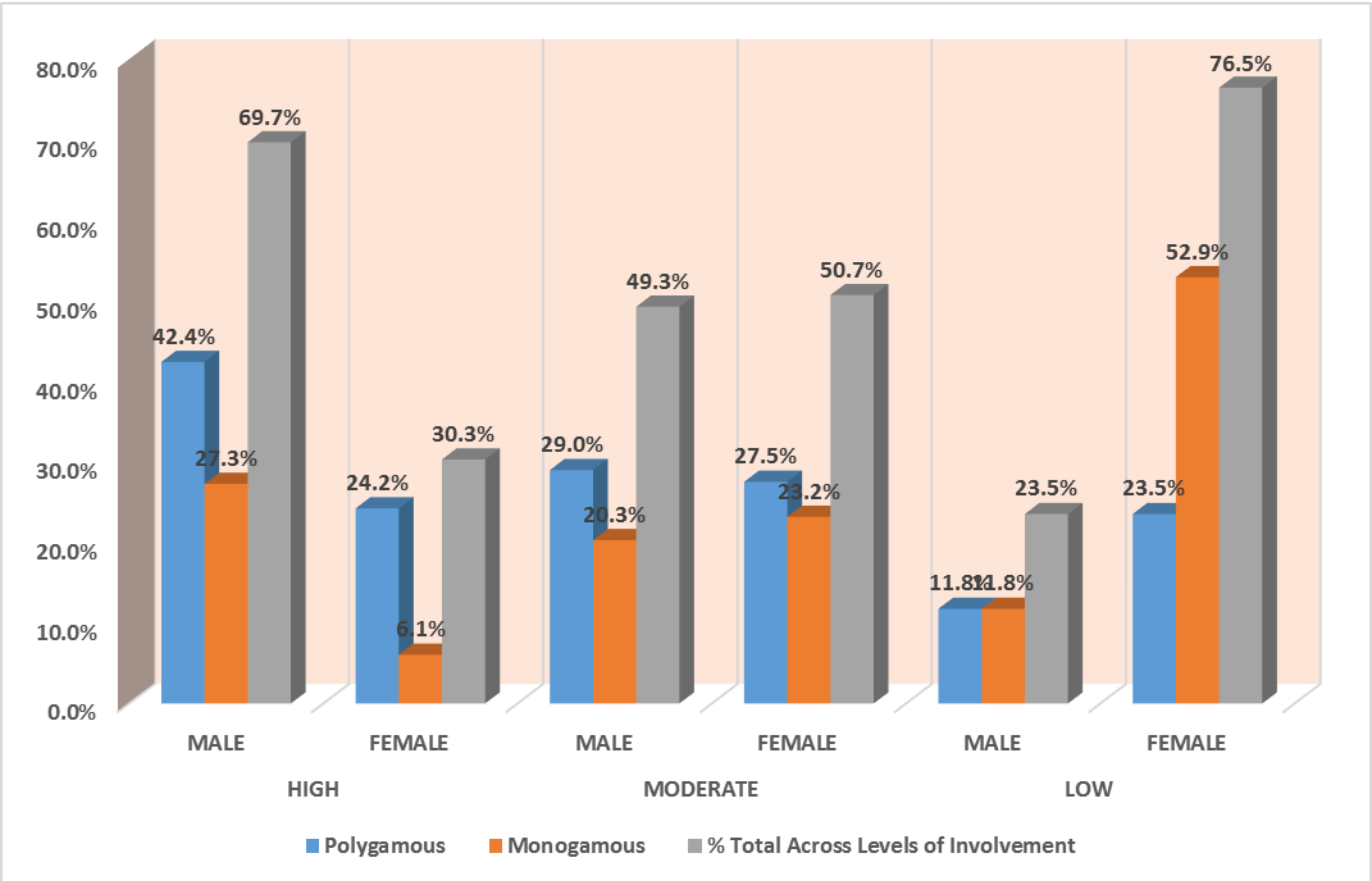


Figure 4.10 Students Family type and Parental Involvement in Academic Performance

The findings showed that most of the participants who strongly agreed that parental involvement has high influence on academic performance were male students with 42.4% from polygamous 27.3% from monogamous set up while the female participant strongly disagreed that the parental involvement of the parent has influence on academic performance was 76%% with 23% being from polygamous family set up and 53% from monogamous family set up. Those who were of the moderate opinion on the influence of parental involvement on academic performance majority were female students followed by male students. Lastly, most of the participants who disagreed or of low opinion that parents' involvement influence academic performance were female followed by male and believed that student's performance is based on students' self-discipline, hard work and future goals. The researcher also sought teachers' ratings on parental involvement in students' academic performance and their response is presented in Figure 4.11

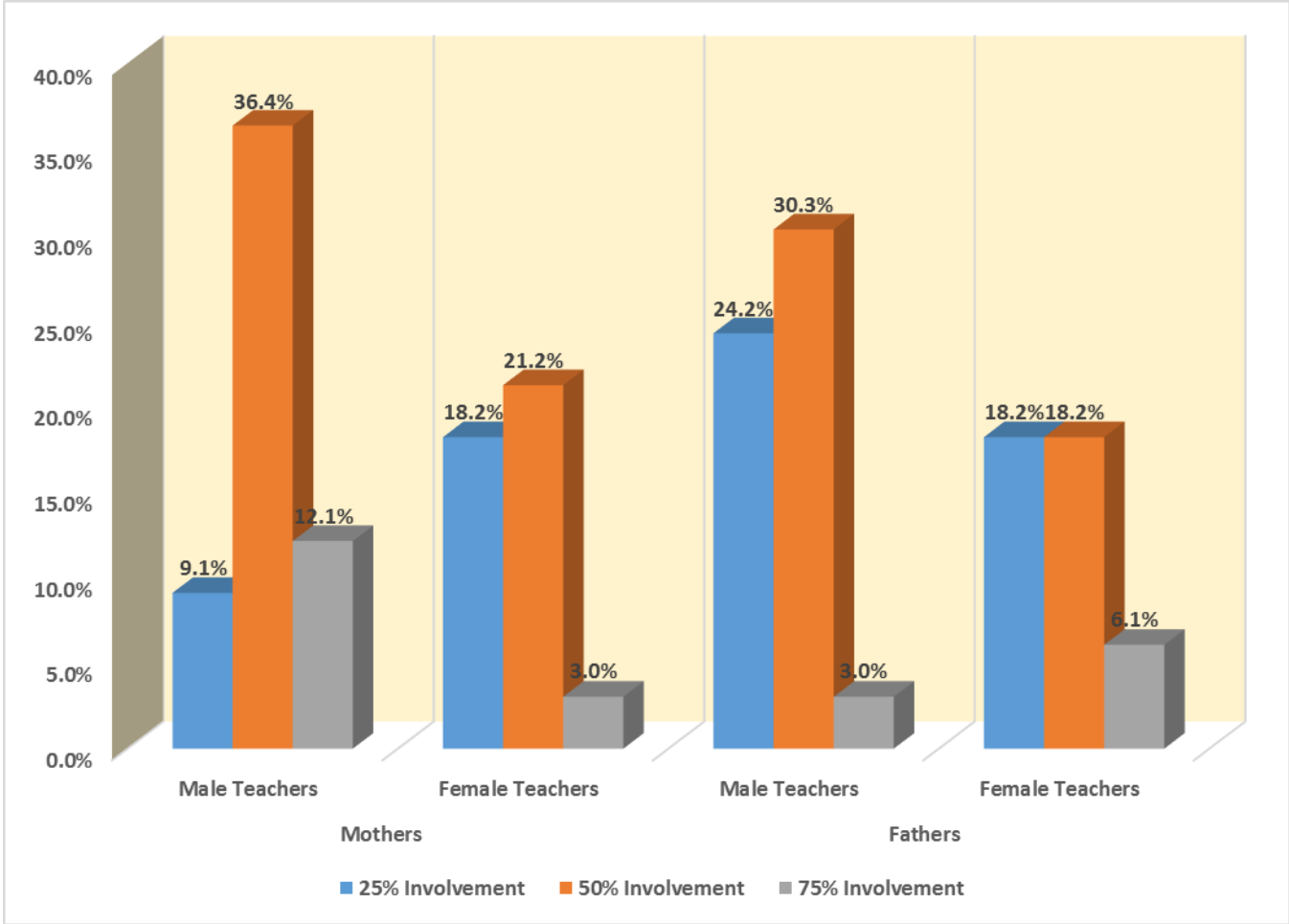


Figure 4.11 Teacher Respondents on Parental Involvement and Academic Performance

The findings from the above figure shows that most of the teachers rated parents involvement in their children educational performance to be at an average that is at the rate of 50% involvement, followed by the parents at rate of 25% involvement and the least number of parents had a high rate of involvement at 75%. From most of the participants who disagreed that parents' involvement influences academic performance believed that student's performance is based on students' self-discipline, hard work and future goals. Consequently, respondents who believed that the involvement of the parent had an influence on the academic performance of students gave the following reasons; that parent will induce seriousness on their children, parents will be able to identify the challenges facing their children and solve it on time, that the parents will be able to motivate and provide essential needs to their children and also, they will always keep track of their children's performance from one stage to another. From the researchers observation, some of the students who came from polygamous family set up were intrinsically motivated by their challenges like scarcity of resources and lack of other form of support from parents, they therefore worked extra hard, had better grades and did not believe that parental involvement had any significance. The above results concur with the conclusions made by Cross, Woods and Schweingruber (2009) that parents can influence the academic performance of their children by setting high expectations and providing stimulating environments although other current studies have indicated some specific factors that play an essential role in increasing children's academic performance that include parental aspirations, parent-child communication, home structure, and parents' involvement in school's activities as stated by (Wang & Sheikh- Khali, 2014).

4.7. Influence of Family Size on Academic Performance of Students

One of the areas the researcher had interest was on the influence of family size on secondary school student’s academic performance. The researcher wanted to explore if there is a relationship between the size of the family and academic performance of students regardless of the family type. The focus was on the number of children in the respondent’s family in relation to the family background and their opinion regarding the influence of family size on their academic achievement. The researcher wanted to know the opinion the participants (teachers) had on whether academic performance is influenced by the family size or not. The results are summarized in Figure 4.12

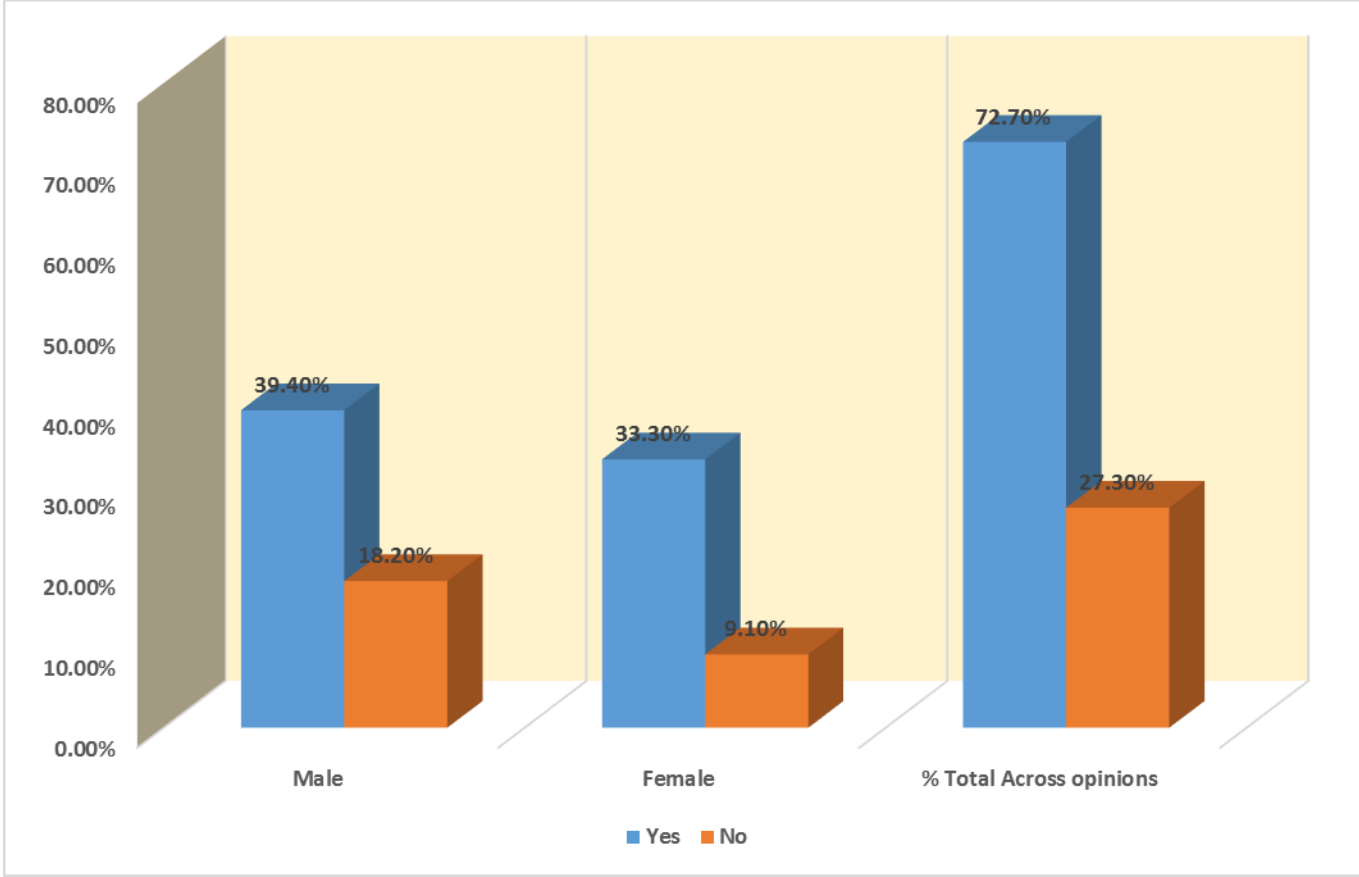


Figure 4.12 Teachers’ Opinions on the Influence of Family Size on Students’ Academic Performance

From Figure 4.12 the findings show that 72.70% of the respondents agreed that academic performance can be influenced by the size of the family, while 27.30% were not in

agreement. Majority of the respondents who alleged that performance can be influenced by the size of the family in Narok sub-County had the following reasons; that with smaller family sizes the parents can raise the students' school fees and essential needs. This is believed to provide enough learning time for the student thus enhancing better performance. On the other hand, larger family sizes were believed to affect the performance of the students negatively, this is with the reason that some of the children are chosen to be 'sacrificial lamps', whereby they will help the parents to raise school fees for either their elder or younger siblings. It was also noted that with larger family sizes the students will get lesser or no attention from their parents which results to poor performances on the secondary school academic performance of students in Narok sub-County. When parents were interviewed on the influence of family size on academic performance, majority of them believed that both small and large families struggle and are faced by the same challenges adding that it depends with the parent's hard work and economic ability. Comparing the students' academic performance and family size, the results indicates that there is no difference in performance. In fact, students from large and small family sizes performed almost the same. Students who had better grades were from large family sizes though this contradicts the finding of Egalite (2016).

4.8 Hypotheses Testing

4.8.1 The Relationship Between Family Type and Academic Performance of Students in Public Secondary Schools

The first hypothesis stated that, there is no significant association between family type polygamous and monogamous and secondary school student's academic performance. It sought to investigate the significant relationship between family type and academic

performance of students in public secondary schools in Narok South-Sub County, Narok County, Kenya. A five-point Likert scale was used to measure academic performance of students in public secondary schools and the results. A t- test for family type and academic performance was carried out and the results are shown in Table 4.3.

Table 4.2 Influence of Family Type on Academic Performance:

Type of family	N	Mean	Std. Deviation
Polygamous	74	50.7432	10.3911
Monogamous	63	50.0476	11.7287

Independent Samples Test			
t-test for Equality of Means			
	T	Df	Sig. (2-tailed)
Academic marks	0.368	135	0.713

From the T- test results, the findings showed that the family type the students come from had no significant influence on the academic performance of students of Narok South Sub-County with 0.713 at 0.05 level of significance. This suggests that the academic performance of students is the same regardless of the family type they come from and this led to the acceptance of the null hypothesis on the influence of family type on academic performance. The students academic performance could be brought about by other factors outside the family set up. This findings deviates from the findings of the study done by Hofferth, (2006), where there were variances in educational achievement gaps between children from homes with two birth parents and children from various family arrangements and attributed this finding to the positive impact of parental participation on children's academic progress.

The students' within the area of study have been brought up in either of the family type hence no psychological disturbance by it. On the other hand, the family type and the family

economic levels these students are coming from could be compelling them to work hard in school especially those from large family sizes, as a result of family type, hence doing better or same with their counterparts from monogamous family set up. Another possible reason could be that students from monogamous home tend to relax because of the comfort and better life at home hence low academic performance. While their counterparts are forced to work hard by the challenges and circumstances at their home.

4.8.2 The Relationship Between Parents' Educational Levels and Secondary School Pupils' Academic Performance

The second hypothesis was, there is no significant association between parent's education level and students' academic performance. It sought to investigate the significant relationship between parents' educational levels and secondary school student's academic performance in public secondary schools in Narok South Sub-County, Narok County, Kenya. A five-point Likert scale was used to measure academic performance of students and Chi-square was conducted and results tabulated in Table 4.4

Table 1:3 Mother's Education and Academic Performance

Chi-Square Tests				
Type of family vs educational level of mother		Value	Df	Asymptotic Significance (2-sided)
Polygamous	Pearson Chi-Square	14.456 ^b	10	0.153
	Likelihood Ratio	12.362	10	0.262
	Linear-by-Linear Association	1.388	1	0.239
	N of Valid Cases	74		
Monogamous	Pearson Chi-Square	7.895 ^c	10	0.639
	Likelihood Ratio	9.325	10	0.502
	Linear-by-Linear Association	0.026	1	0.871
	N of Valid Cases	63		
Total	Pearson Chi-Square	20.930 ^a	12	0.051
	Likelihood Ratio	20.213	12	0.063

Linear-by-Linear Association	0.920	1	0.338
N of Valid Cases	137		

From the chi-square test conducted, there is a significant difference in mothers' education between monogamous and polygamous families at 0.0051 in favour of polygamous family. This implies that, despite low education with polygamous mothers, they motivate their children on academic performance and encourage them to work hard in school. This could be simply because they are the ones left with responsibility of taking care of their children by their polygamous husbands.

Table 4. 4 Father's Education and Academic Performance

Chi-Square Tests				
Type of family vs education level of father		Value	Df	Asymptotic Significance (2-sided)
Polygamous	Pearson Chi-Square	10.151 ^b	10	0.427
	Likelihood Ratio	10.263	10	0.418
	Linear-by-Linear Association	1.206	1	0.272
	N of Valid Cases	74		
Monogamous	Pearson Chi-Square	20.347 ^c	10	0.026
	Likelihood Ratio	17.581	10	0.062
	Linear-by-Linear Association	0.201	1	0.654
	N of Valid Cases	63		
Total	Pearson Chi-Square	25.132 ^a	12	0.014
	Likelihood Ratio	23.881	12	0.021
	Linear-by-Linear Association	0.243	1	0.622
	N of Valid Cases	137		

From the Table 4.4, the chi-square test show that there is a significant difference at 0.014 in fathers' education between monogamy and polygamous families in favor of monogamous family. This could imply that fathers in monogamous families tend to motivate their children

in academic performance unlike their counterparts in the polygamous family setting where fathers may not get enough time to attend to the individual child hence leaving the responsibility of helping and encouraging the children to their mothers.

Since the Chi-square results was significant at 0.05 level of significance, the null hypothesis on parents' education level and its influence on academic performance was accepted. As cited by Cross, Woods, & Schweingruber (2009) that parents provide varied experiences at home, and each child's observations result in differences in their parents' attitudes, values, and beliefs, as well as how they view life in general. All of these parental practices result in various educational focuses at home and that parents must be informed about how their engagements affect their children's educational performance in order to give more pleasant educational experiences at home.

From the findings of the study it implies that mothers from polygamous homes are involved in their children academic performance more than mothers from nuclear families and the case is opposite when it comes to the father's involvement. Fathers in monogamous home tend to influence their children positively than mothers. This could be attributed to the divided attention of the fathers to the children in polygamous homes of which could also lead to mothers becoming reluctant and less concern on the children. In the polygamous homes mothers seems to be the ones influencing their children academic performance than fathers. This could be made possible by the fact that fathers in polygamous homes do not get enough time to consistently monitor and assist all their children at the same time.

4.8.3 The Relationship Between Parental Involvement and Secondary School Students' Academic Performance.

The third hypothesis was, there is no significant association between parental involvement and secondary school students' academic performance. It sought to investigate the significant relationship between parental involvement and the students' academic performance in public secondary schools. A five-point likert scale was used to measure the academic performance of the students as illustrated in Table 4.6.

Table 4. 5 Parental Involvement and Academic Performance

<i>Symmetric Measures</i>					
Type of family vs parental involvement		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Polygamous	Interval by Pearson's R Interval N of Valid Cases	-0.068 74	0.094	-0.575	.567 ^c
Monogamous	Interval by Pearson's R Interval N of Valid Cases	0.029 63	0.098	0.230	.819 ^c
Total	Interval by Pearson's R Interval N of Valid Cases	-0.013 137	0.065	-0.152	.879 ^c

The Pearson correlation test conducted resulted at 0.879, indicating that there was no significant difference between relationship in parental involvement and students' academic performance in polygamous and monogamous families at 0.05 level of significance. From the above observation, it shows that there is no significant relationship between parental involvement and students' academic performance from both polygamous and monogamous family type. The results led to the acceptance of the null hypothesis that there is no significant relationship between parental involvement and academic performance of secondary school students of Narok South Sub County.

4.8.4 The Relationship Between Family Size and Secondary School Students Academic Performance.

The fourth hypothesis was, there is no significant association between family size and secondary school student's academic performance. It sought to investigate the significant relationship between family size and the student's academic performance public in secondary schools in Narok South Sub-County, Narok County, Kenya. A five-point Likert scale was used to measure academic performance of students as shown below in Table 4.6

Table 4. 6 Type of family, Family Size and Academic Performance

Chi-Square Tests		Value	Df	Asymptotic (2-sided)	Significance
Type of family vs family size					
Polygamous	Pearson Chi-Square	52.386 ^b	85	0.998	
	Likelihood Ratio	42.579	85	1.000	
	Linear-by-Linear Association	0.334	1	0.563	
	N of Valid Cases	74			
Monogamous	Pearson Chi-Square	57.169 ^c	80	0.975	
	Likelihood Ratio	48.490	80	0.998	
	Linear-by-Linear Association	0.054	1	0.817	
	N of Valid Cases	63			
Total	Pearson Chi-Square	71.102 ^a	120	1.000	
	Likelihood Ratio	64.172	120	1.000	
	Linear-by-Linear Association	0.023	1	0.878	
	N of Valid Cases	137			

From Table 4.6, the Chi-square test outcome indicates that there is no significant differences in family size and students' academic performance between polygamous and monogamous families with 0.878 at 0.05 level of significance. This implies that student's whether from

large family sizes or small family sizes performed the same in their academic performance. This could be brought by the culture of the residence that embraces large family sizes and most respondents have been brought up in large family size. When parents were interviewed on their opinion regarding the influence of family size on students' academic performance, majority of them responded that both small and large family size struggle and are faced by the same challenges (drought affects all of them, regardless of their economic activities) the residence practice pastoralism and farming as their major economic activity.

This contradicts the findings such of Rushton and McLanahan (2012), who concluded that learner's performance is dependent on parental time and financial inputs; the more the number of children in the household, the less of both inputs are available for them. These inputs do not just include money only ; they also include time spent with children, attention, resource dilution, and so on. A study done by Seigal (2007), also affirms that children from larger households have lower educational levels. Coincidentally students who seemed to be doing better academically were boys from large family sizes, girls' performance was average across family type and family size. Based on the findings, the null hypothesis stating that there was no significant association between family size and academic performance of secondary students in Narok South Sub-County was accepted.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter gives a brief summary, discussions and conclusions based on the research findings. It also highlights recommendations based on the study's findings and give suggestions for further studies.

5.1 Summary of the findings

This section gives reviews of the research, basing the reviews on the study objectives which included: The influence of family type, parental level of education, involvement of the parent and size of the family on academic performance of secondary school students.

- The study looked on the influence of family type on secondary school students in Narok South Sub-County's academic performance. It was specifically looking at polygamous and nuclear (monogamous) family types., 54 percent of pupils originated from polygamous families, whereas 46 percent hailed from monogamous families. Students from polygamous family performed equally same or better than their counterparts from nuclear family types. The study's correlation analysis revealed that the family type from which the students came from had no significant influence on their academic performance. This contradicted the

findings of Hofferth (2006), who found variations in educational attainment between students from homes where the children lived with both parents and children from alternative family arrangements.

- The study was also looking at the influence of parental level of education on academic performance secondary school students, the finding showed that 54.7% of the respondent mothers had attained primary level of education, 32.8% had attained secondary school, 12.4% had tertiary level and 0.1% had not attended school completely. On the other hand, 44.5% of the fathers had attained primary school, 36.5% had attained secondary level, and 19.0% had tertiary education. The Pearson correlation test conducted on the relationship between parental level of education and Secondary school Academic performance showed that there was a significant difference in terms of academic performance of students from polygamous and nuclear homes with mothers from polygamous homes affecting their children positively and fathers from monogamous homes affecting their children positively. This observation is in agreement with the observation and conclusion made on parental involvement, that students who came from families where parents have attained tertiary education level had better performance than the rest.
- On parental involvement and academic performance, The pearson correlation test conducted showed that there was no significant difference in performance of students at 0.898 level of significance. Qualitative data on the influence of parental involvement, showed that parental involvement had an influenced on academic performance with 55.5% agreeing that parental involvement had an influence in their academic performance and 44.5% disagreeing with the same. Majority of the student respondents said that parental involvement encourages and motivates them to work hard. However, most parent respondents said that they only visit

their children's school when they are called upon by the school administration. When the Pearson correlation test was done between parental involvement and students' academic performance (mean grade) the results showed that there was no significant connection between the parental involvement on academic performance of students from both polygamous and monogamous homes.

- The study was also investigating the influence of the family size on secondary school students academic performance in Narok South Sub County. The findings revealed that majority; 40.4% of the students came from families with at least 5 to 10 children, 30.1% come from families with at least 2 to 5 children, 24.3% of the respondents come from families with children above 10 with 5.1% having family size of between 0 to 2 members. The data also found out that 53% of respondents believed that student academic performance can be influence by the family size, citing the paucity of resources to be shared amongst the children as justification. This study agrees with finding that children's performance is dependent on time and financial inputs from their parents, with the number of children in the family reducing both inputs. These inputs do not just include money; they also include time, attention, resource reduction, and so on. On the other hand, when the chi-square test was undertaken on the same, the results revealed that there was no significant difference of academic performance in relation to family size of students from polygamous and monogamous families. Indicating that regardless of the family size the students performed the same.

5.2 Conclusions of the Study

Based on the study findings, the researcher concluded that the family type had no significant influence on academic performance. Polygamous family had a slight negative influence on

the students' academic performance, especially if the number of spouses is more, but it was not significant. The little available resources within the polygamous homes are shared among the many family members. The father's attention becomes scarce for they don't get enough time to attend to an individual child and this could also affect the academic performance of their children. The study also revealed that in most polygamous homes the burden of helping children with school work is left to the mothers. In conclusion family type and its influence on academic performance depends on other factors such as the number of children at home and availability of resources.

On parental education level and its influence on academic performance, the researcher concluded that parental education level influences academic performance especially in the areas of educational support and motivation. From the results it showed that unlearned mothers in polygamous home helped and encouraged their children and there was a positive correlation between their education and their children academic performance . On the other hand there was a positive correlation of fathers' education level and their students' academic performance from monogamous families. This is an indication that most fathers from monogamous home had time and supported their children more than the mothers. Generally, most parents within the area of study had attained primary level of education and they confessed that they didn't have enough knowledge to support their children academically especially the fathers from polygamous families. Most parents when interviewed said that it was teachers who helped their children to choose subjects and careers for, they did not understand the school curriculum and most fathers said it was either their mothers or elder siblings who assisted them with their homework. In conclusion parental level of education determines parental involvement in their children school activities which in turn affects the

educational attainments though in some cases it is the opposite depending on the desires and ambitions of the student.

On the influence of parental involvement and academic performance, from the study findings it's concluded that parental involvement does not so much influence the academic performance. Considering the student's academic performance, the grades revealed that those students who had done averagely better were from families where parental involvement was very little. When the Pearson correlation test was carried out, the results showed that there was no significant relationship between parental involvement and academic performance of students from polygamous and monogamous families.

From the findings on the influence of family size on academic performance of the students, it's concluded that family size had no significant influence on the students' academic performance. Majority of respondents agreed that there was no direct connection between family size and students' academic performance, this was supported by the fact that among those who topped in class were students from large family size. This could be attributed to the many challenges they go through that intrinsically motivate them to work hard in school. In fact, within the surrounding community, you find step mothers and siblings living together in the same compound without much rivalry unlike in other communities and urban settings where such is unheard of. In conclusion family size alone does not have a significant influence when it comes to performance but when combined with other factors such as attitude, availability of resources students' ambition then its effect can be felt.

5.3 Recommendations of the Study

From the study's findings, the researcher made the following recommendations:

- i. That parents be sensitized on how family type can influence their children's academic success in public secondary schools.
- ii. School administrators and parents to work together in assisting the students regardless of the parent's education level.
- iii. Policymakers to design policies that will compel parents to be involved in their student education and develop appropriate strategies for increasing student performance in schools.
- iv. Many Churches be established in this area so as to become point of influence to the people on having an ideal family (monogamous) so that students do not struggle in school due to competition of the little available resources.

5.4 Suggestions for Further Studies

The major focus of this study was on the family factors influencing on academic performance of students in public secondary schools in Narok South Sub-County-Narok County, Kenya.

It's therefore suggests' that:

- i. A more similar study be conducted among Primary School pupils in the same county.
- ii. A study on the influence of the family factors on transition rate of students to tertiary levels be carried out as a predictor of students' academic performance.
- iii. A study on how cultural practices influences the students' and parents' attitude towards academic performance.
- iv. A study be conducted on socio cultural practices and its influence on academic performance of secondary school students.

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APPENDICES

APPENDIX I: PERMISSION LETTER

Maurine Chelimo
Maasai Mara University

Department of Educational
Psychology
P.O. Box 861-20500
Narok.
The Principal _____Secondary School

Dear Sir/Madam,

RE: RESEARCH ON FAMILY FACTORS INFLUENCING STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS

My name is Maurine Chelimo a student in Maasai Mara University taking a course of a Master of Philosophy degree in Educational Psychology. One of the requirements in the course is to undertake a research work. My research topic is "selected family factors influencing secondary school student academic performance in Narok South Sub County".

I sampled your school to participate in the research study. I therefore request for your support and co-operation in this process to enable the study come up with correct results. I assure you that confidentiality concerning any information gathered from the institution will be maintained.

Looking forward for your positive response

Yours sincerely

Maurine Chelimo

APPENDIX II: STUDENT QUESTIONNAIRE

Dear Respondents,

The main objective of this questionnaire is to obtain information on the influence of family type on academic performance of the students in secondary school. I request for your co-operation in responding to the items in this questionnaire and note that your response will be treated with utmost confidentiality.

Section A: STUDENTS' DEMOGRAPHIC INFORMATION

Section C: Parent’s education level and Students' academic performance

1. What is the highest education level of your mother?

Primary []

Secondary []

Tertiary []

2. What is the highest education level of your father?

Primary []

Secondary []

Tertiary []

3. In your own opinion does parents education level influences students performance in school?

Agree []

Disagree []

If Agree in above give reason

Section D: Influence of parental involvement in academic performance

Give your own opinion on the following ways in which parental involvement may affect your Academic Performance in school. Using a scale of 1 to 5 where 1= Strongly Agree (SA), 2= Agree (A), 3= Disagree (D), 4= Strongly Disagree (SD) tick appropriately

S/N	STATEMENT	SA	A	SD	D
1	My parents ask and assist me in doing my school assignments every time I need their help				
2.	We discuss with my parents about my school progress				
3	My parents provide my school needs such as textbooks, writing materials and other required materials in school				
4	My parents participate in my choosing of subjects of specialization and setting subject targets				
5	My parents encourage me to work hard and meet my targets				
6	My parents visit me in school regularly				
7	My parents always attend school academic days				
8	During holidays my parents provide time for me to study and complete any school assignments				

Section E: Influence of family size on academic performance

1. How many are you in your family?

0 to 2 []

2.	Does the size of the family influence students academic performance ?				
3.	Students from polygamous homes tend to do poorly in school than children from monogamous homes?				
4.	Polygamous parents reduce support to the student leading to low academic performance				
5.	Polygamous home environment influences the student's academic performances in schools ?				
6.	Nuclear family allows parent to monitor and support their children leading to better academic performance in school over their counter parts?				
7.	High number of school dropouts are from polygamous home?				
8	Children whose parents have attained high educational level perform better academically.				
9	In your own opinion do you think family type affects Students' Performance in school?				
10	Does the provision of the essential needs by the parents motivate pupil academic performance?				

Section C: Influence of Parental Education Level on the Academic Performance

15. Please tick the parental education level in your school

Fathers

Primary [] Secondary [] Tertiary []

Mothers

Primary [] Secondary [] Tertiary []

16. In your own opinion, does parental level of education influences performance of students at school?

Yes [] No []

If yes in the above explain how?

Section D: Parental Involvement and The Students' Academic Performance

17. How can you rate the parental involvement in your school?

Mothers 25% [] 50% [] 75% [] 100% []

Fathers 25% [] 50% [] 75% [] 100% []

18. In your own opinion do you think parental involvement influence student's academic performance?

b. If yes in the above, explain how-----

Section E: Family Size and Student's Academic Performance

19. In your own opinion do you think family size influences in anyway student's academic performance?

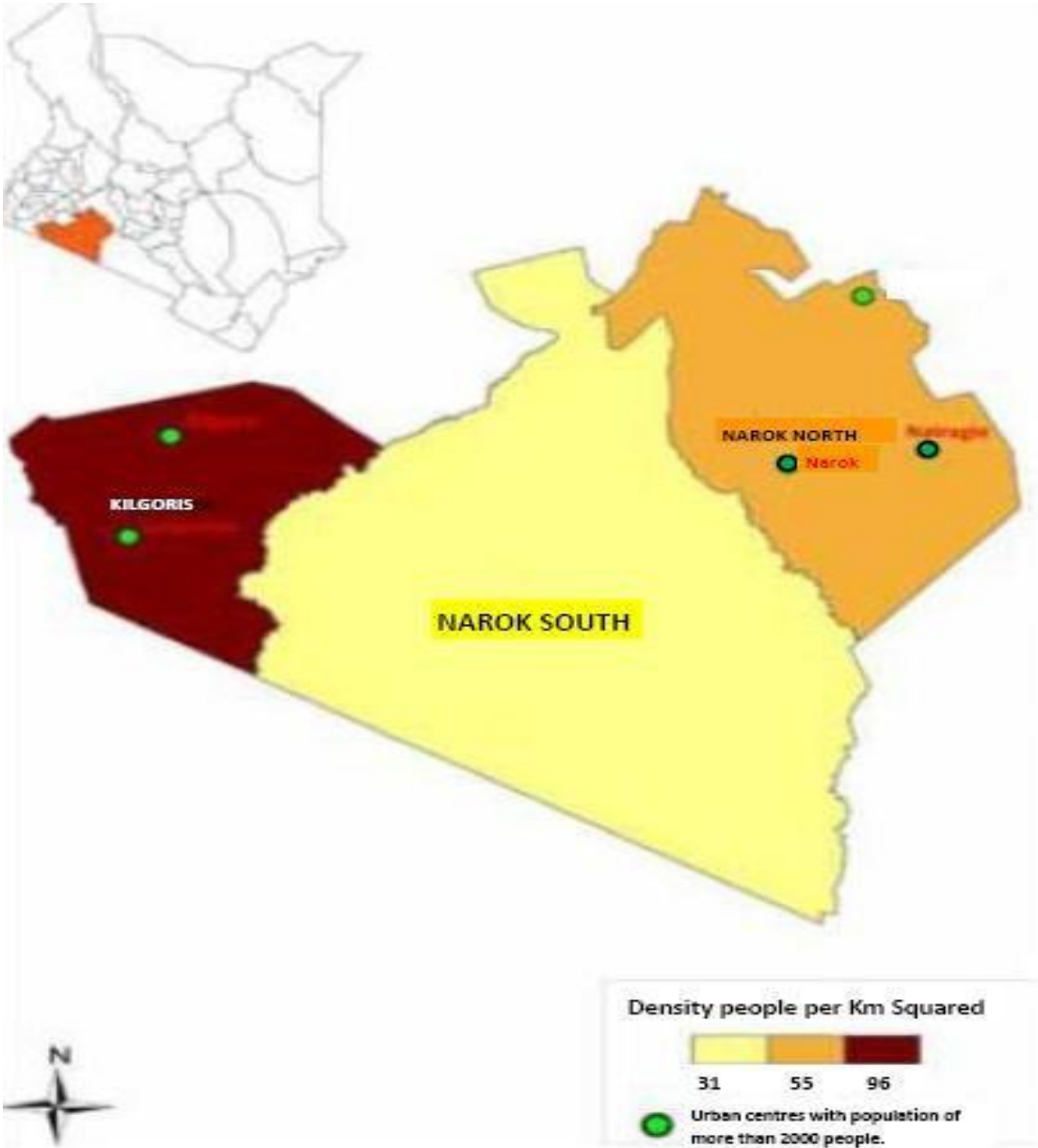
b. If yes in the above, explain how-----

APPENDIX III: INTERVIEW SCHEDULE FOR PARENTS


1. Your gender?
 - a) Male
 - b) Female
2. What is the type of your family?


- a) Monogamous
 - b) Polygamous
 - c) Any other-----Specify-----
3. How many children do you have?
- a) 0-5
 - b) 6-10
 - c) 11-15
 - d) 20-above
4. How many spouses do you have?
- a) 1
 - b) 2-5
5. Your highest academic level?
- a) Primary
 - b) Secondary
 - c) Tertiary
6. How do you support your children in school activities at home?
7. How did you involve yourself in helping your child in subject selection?
8. How many times in a term do you visit the school to know the progress of your children ?
9. Do you think the home environment influence your children academic performance?
10. Do you think the size of your family influence the academic performance of your children?
11. Do you think family type influences the student's academic performance?
12. Do you think the size of your family influences the amount of time and attention you give to individual child?

APPENDIX IV: MAP OF NAROK SOUTH




APPENDIX V: LICENSES


REPUBLIC OF KENYA


**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **713212** Date of Issue: **12/July/2021**

RESEARCH LICENSE

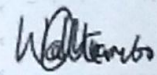


This is to Certify that Ms. MAURINE CHELIMO CHELIMO of Maasai Mara University, has been licensed to conduct research in Narok on the topic: FAMILY INFLUENCE ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN NAROK SOUTH SUB COUNTY-NAROK COUNTY, KENYA. for the period ending : 12/July/2022.


License No: **NACOSTI/P/21/11662**

713212

Applicant Identification Number


Director General
**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION**

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**OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR &
COORDINATION OF NATIONAL GOVERNMENT**

Telegram: "COUNTY", Narok County
Telephone: Narok [050] 22305/22435
Fax: [050] 22588/22305/22127
If calling or telephoning ask for the undersigned.
When replying please quote:

COUNTY COMMISSIONER
NAROK COUNTY
P O BOX 420500



RE: SR/ADM.15/6 VOL.II./92

The Deputy County Commissioner
NAROK SOUTH

RE: RESEARCH AUTHORIZATION – MS MAURINE CHELIMO

Ms Maurine Chelimo of Maasai Mara University has been authorized to conduct research on "Family Influence on Students' Academic Performance in Public Secondary Schools in Narok South Sub County, Narok County" for the period ending 12/7/2022.

Any assistance accorded to her will be highly appreciated.

**COLLINS ETYANG
FOR COUNTY COMMISSIONER
NAROK COUNTY.**

C.C.

MS MAURINE CHELIMO



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education

FAX NO. 050-22391
When replying please quote;
Ref. CDE/NRK/RES/VOL1/249

COUNTY DIRECTOR OF EDUCATION
NAROK COUNTY
P.O BOX 18
NAROK

DATE: 21ST JULY, 2021

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION - MS. MAURINE CHELIMO.

The above named is a student of Maasai Mara University.
She has been authorized to carry out research on *"Family Influence on Students' Academic Performance in Public Secondary Schools in Narok South Sub County - Narok County, Kenya for the period ending 12/07/2022.*

Please accord her the necessary assistance.

For: COUNTY DIRECTOR
OF EDUCATION,
19 JUL 2021
LEDAMA KORIRO
NAROK COUNTY
Box 18-20500 NAROK
FOR: COUNTY DIRECTOR OF EDUCATION
NAROK

C.C
- County Commissioner - Narok
- Ms. Maurine Chelimo