

**PARENTAL INVOLVEMENT IN EDUCATION: PUBLIC DAY SECONDARY  
SCHOOLS IN MOYALE SUB-COUNTY, MARSABIT COUNTY, KENYA**

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**A Thesis Submitted to the School of Education and Social Sciences in Partial  
Fulfillment for the Award of the Master's Degree in Education Leadership and  
Management of Kenya Methodist University**

**OCTOBER, 2022**

## **DECLARATION**

This thesis is my original work. It has not been submitted for any other degree or professional qualification in any other university.

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### **Recommendation**

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## **DEDICATION**

I would like to dedicate this work to my family for their understanding nature and their unceasing support when I was preparing my thesis.

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## ABSTRACT

Several obstacles have been proposed as potential roadblocks to parental involvement in schooling. Parents who feel they are not entitled to get involved, feelings of inadequacy, language barriers and a lack of understanding between school staff and parents about what parental involvement is, teachers running the family, and accusations that parents feel useless are just a few examples. Other factors include job responsibilities, demands from other children, parenting challenges, and lack of time. Therefore, this study investigated parental involvement in education: Public day secondary schools in Moyale Sub-County, Marsabit County, Kenya. The specific objectives were; to establish the effect of parental education level, parental occupation, parental income, and parental gender on parental participation in education at public secondary schools in Moyale District. The research refers to ecosystem theory, planned behavior theory and human capital theory. This study used a descriptive cross-sectional design. All public secondary schools in Moyale district were targeted, especially the students, principals and parents. In Moyale Sub-County, there are ten public day schools with a total enrollment of 1861 students. The sample size was 329 students, who were selected using simple random sampling. The principals and parents were chosen purposively. Interview schedules and questionnaires were used to collect both qualitative and quantitative data. Pilot testing was done by checking the validity and reliability of the questionnaire. In particular, content, face, and construct validity were conducted. Additionally, a reliability test with Cronbach's alpha was conducted. Using descriptive statistics like frequencies and percentages, the research variables were described. Inferential statistics like correlation and regression were employed to establish the link between the research variables. The qualitative data were examined using thematic analysis. The findings demonstrated a favorable and significant relationship between parents' commitment to education and their occupation and income. The findings also revealed that parental involvement in education was unaffected significantly by the parents' educational attainment and gender. The study came to the conclusion that parental employment and money played a significant role in determining parental involvement in education. This study suggests that school administrators should educate parents about how their careers affect their children's education. The ability to manage work and participate in the education of their children is a requirement for parents. The report also advises school administrators to educate and inspire students that academic success does not depend on their parents' educational attainment. The study also recommends that parents continue to support their children's education. Parents should use part of their income to provide their children with a proper education. Finally, the study recommends that school leaders encourage both parents to participate equally and support their children's education. Support from both parents is important.

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## ACRONYMS AND ABBREVIATIONS

<b>ECDE</b>	Early Childhood Development and Education
<b>K.C.S.E</b>	Kenya Certificate of Secondary Education
<b>KCPE</b>	Kenya Certificate of Primary Education
<b>KeMU</b>	Kenya Methodist University
<b>KMO</b>	Kaiser-Meyer-Olkin
<b>KNEC</b>	Kenya National Examinations Council
<b>NACOSTI</b>	National Commission for Science, Technology, and Innovation
<b>NGOs</b>	Non-Governmental Organizations
<b>OECD</b>	The Organization for Economic Co-operation and Development
<b>OLS</b>	Ordinary Least Squares
<b>PTA</b>	Parent-Teacher Association
<b>SPSS</b>	Statistical Package for Social Sciences
<b>U.S.</b>	United States
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>VIF</b>	Variance Inflation Factor

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

Policymakers and individuals with the capacity to make educational decisions, such as researchers, parents, guardians, and politicians, are concerned about the role of parents in their children's growth and education (Fernández & López, 2017). Participation of parents at home and school, according to researchers, provides numerous advantages for students, parents and guardians, and schools. Home is particularly special and important for children's future welfare and development (Ilomo & Chawanga, 2015; Nez et al., 2017). Home conditions affect individuals, according to Ilomo and Chawanga (2015), because family is a child's first socialization component. Children's family background and academic context influence their reactions to life situations and performance levels.

Children are more likely to achieve academically when their parents are actively involved in the school curriculum both at home and at school (Jaiswal, 2017). The author believes that pupils' educational activities become more manageable and successful when parents provide them with a high level of physical, affective, and instructive assistance, protection, and supervision. Family involvement in education, according to Garcia and Thornton (2014), boosts student success, reduces absenteeism, and gives parents renewed faith in their kids' education.

In the 1980s, parental involvement, combined with growing concerns about educational quality, became a major problem in the United States (US) (Durrani, 2015). Parents need assurance that their children can get a good education and live a meaningful life if most governments take a more active role in monitoring and maintaining academic standards.

According to Mare (2014), in Canada there are many opportunities for families to be involved in the education of their children. By exposing their children to interesting experiences and resources, such as reading books or visiting cultural institutions, and by having constructive conversations with them about school-related issues, active parents demonstrate that they value education and want their children to share this appreciation.

In the United Kingdom, Muller (2018) advocated the involvement of parents in their children's schooling. However, caution must be exercised to guarantee that parents' interests are connected to genuine and active engagement. As the number of single-parent household's increases, the number of working women increases, and jobs increase, time and other constraints can limit the ability of some parents to devote significant time and energy to their children's school and extracurricular activities. In the United Kingdom, a variety of parenting engagement initiatives is encouraged and implemented (Murray, McFarland-Piazza & Harrison, 2015). The focus of these tactics varies depending on whether they emphasize parental choice in school or parental involvement in learning and teaching after the child has graduated.

The Latino community is characterized by low secondary school qualifications, low university qualifications, and unusual learning conditions (Grace & Gerdes, 2019). Parents' involvement in their children's education is considered to have a substantial impact on their educational experiences when schools and politicians attempt to enhance the educational environment in Latin America. Despite widespread interest in parental involvement, little study has been done on what parental involvement in middle and secondary schools entails.

In South Africa, Mudau (2015) found that parents of some students argued that teachers knew and could do everything themselves and therefore their participation was unnecessary and meaningless. Parents' attitudes influence the type of involvement that society wants (Buka,

Matiwane-Mcengwa & Molepo, 2017). The attitudes of parents in turn shape the ideology of society and thus become excluded and passive participants in improving students' academic achievement. Such dangerous ideologies are still supported by most stakeholders, such as non-governmental organizations (NGOs), government, and churches, but they are declining towards the education of children.

Umeana (2017) believes that the Association of Parents and Teachers (PTA) is a tool for community participation in education. One of the purposes of the PTA in Nigeria was to create a platform for parents, guardians, sponsors, and teachers of elementary, secondary, and higher education students to meet, exchange ideas, assess problems, and implement influence solutions to educational challenges. The majority of parents in Namibia were unaware of their duty to enhance their children's academic performance ( Totemeyer, Alexander & Kirchner, 2015). Most parents with limited educational backgrounds avoid getting involved because they were considered unskilled or illiterate to exert influence even though they have been involved (Nasazi, 2018).

Marphatia et al. (2010) claim that Ugandan parents do not only fail to give their kids the necessities like food and clothing, but also fail to actively engage in their education. According to the report, roughly one in three parents in Uganda actively participate in their children's education. The primary cause was a lack of literacy and disparities in school resources. The contrast is that national authorities require parents to pay monetarily to educational expenditures only to the extent that they provide basic instructional material such as pencils, erasers, and rulers. The principle, on the other hand, suggested that parents give their kids access to both financial and non-financial educational resources. This creates gaps in parental participation in education because parents feel dissatisfied and disenfranchised by politicians,

feel confused and lost in school, have no room for discussion, and do not have adequate knowledge about their role in education.

In Rwanda, most parent participation programs and strategies target low-income communities where enrollment and education levels are lower (Tabaro & Uwamahoro, 2020). As a result, when parents see that collaboration is an important aspect of their parenting duty, they choose to be active. Even if they think that parents may have a big impact on their kids' education and that the kids want to be active in the school, they should still be cautious (Whitaker, 2019). The need to enhance the learning environment in Kenya through parental participation has repeatedly been acknowledged by the country's successive governments. Kenyan legislators that are actively concerned in children's education greatly urge parental involvement in their children's extracurricular activities, as stated in the 2013 Kenya Basic Education Act. Parents need to be involved in their children's growth and development, claims Nyandwaki (2012). The major job of parents is to raise excellent citizens in their children. "Parental involvement in their children's education looks to be restricted," he continued because parents' role in preschools is limited to contributing funds and infrastructure.

Parental involvement is a situation where parents are actively involved in their children's education and fulfill their parental responsibilities to ensure that students are supported in their learning (Clinton & Hattie, 2013). This is true not only for parents who are interested with their children's academic success, but also for their communication with them in order to sustain positive family dynamics and support the process of support, care, direction, and inspiration. Students whose parents are very dedicated to their education typically do better and have less behavioral issues, according to Daniel, Wang, and Bertelsen (2016).

It is equally critical, according to Ma et al. (2016), to be aware of and understand how parental participation affects children's learning and academic achievement. Erdener and Knoepfel



(2018) outline six different forms of parental engagement in three different contexts, all of which influence the development, growth, and learning of children. Parenting, community involvement, communication, at-home education, decision-making, and parenting are six of the six. In this view, parental involvement entails investing time and money in the education of their kids. Students that have parental involvement in their education have better attitudes toward learning, positive behavior, increased school attendance, fewer dropouts, and superior academic success (Murray, McFarland-Piazza & Harrison, 2015).

Parents, students, and teachers benefit positively from increased parental involvement (Jafarov, 2015). Parents' active participation their kids' homework has a considerable impact on students' academic success,' according to Calzada et al. (2015). Tabaro and Uwamahoro (2020) have adopted the following parental involvement measures: parenting, communication, decision making, home learning, and volunteering.

Families are their children's first teachers, and they continue to have an impact on their learning and development long after they graduate from high school. Parents provide several forms of support for their kids' education at home, in the neighborhood, and at school (Jennings & Bosch, 2011). There is proof that less educated parents are less likely to be interested in their kids' schooling. Researchers Freund, Schaedel, Azaiza, Boehm, and Lazarowitz (2018) found that parents with lower levels of education tend to be less involved in their kids' schooling because they lack the knowledge and self-assurance to do so. Due to their lack of knowledge, Hispanic parents in the US showed less interest in their children's education than parents of other races, according to a different study by Jafarov (2015). Higher educated parents were found to be more likely to be involved in their children's education, according to the study.

According to Nyembeke (2016), in most African nations with high rates of illiteracy and poverty, this is a limiting issue for parents' involvement with homework because most parents

do not supply learning resources in the form of textbooks that instructors may provide. According to Park and Holloway (2017), dropout parents lack confidence and sometimes lack knowledge about how to support children's learning. Regardless of their financial condition, full-time working parents encounter significant obstacles to participating in their children's education, according to research by Netz (2015). Cruz (2016) discovered that work and other family obligations are the most frequently given reasons why parents don't participate in their kids' reading and general education at school. Many parents, according to Demirkan and Erden (2015), worry about a lack of time as a result of their work hours, which is a critical component in parental engagement in their children's education.

It is known that the gender of parents affects their participation in their children's schooling (Hill, 2015). The authors claim that children in various grade levels can benefit from having a high level of maternal or paternal involvement. The majority of males think fathers ought to be more active in their kids' lives. Further research revealed that full-time dads with full-time wives were more concerned about their kids' education than full-time dads alone. Fathers weren't as concerned in their kids' education as mothers were.

One of the barriers to parental participation, according to Hamidun, Avan, Ahmad, and Ahmad (2019) is the low monthly income that some people receive. As a result, they are overworked and don't have enough free time to help their kids with their homework. Teachers are under pressure because they are expected to deliver excellent results but do not have parental support (Hamidun et al., 2019).

In Moyale, there are three boarding high schools. These are Moyale Odda Military Camp Secondary, Moyale Boys' Secondary, Moyale Girls' Secondary, and 10- public day secondary schools. Overall, literacy levels in Marsabit County remain quite low, at 76.1 percent, according to the Integrated SMART Survey (2018) report. Only 8.2 percent and 6.7 percent of

individuals with formal education had acquired primary and secondary education, respectively, while only 4.1 percent of the sampled population had received tertiary education.

## **1.2 Statement of the Problem**

Parental participation in child rising is beneficial. Children who had connections with their parents scored better in science than those who did not (Chemagosi, 2012). According to Olmstead (2013), proactive involvement entails keeping parents informed about school activities and tracking their children's development; this does not have that parents be physically present at school because technology can connect them in other ways. Parent portals, hotlines, and school websites are a few examples. Regardless of the type of participation, the result should be to improve children's educational opportunities and performance (Mwanamisi, 2015).

However, parental involvement in their children's education remains one of the major concerns in Marsabit County. Education Quality Dialogue (2018) report conducted by the Ministry of Education revealed that in terms of numeracy and literacy skills among class three learners; the learners from Northern Counties performed relatively lower compared to other regions. In particular, the Maths, English, and Kiswahili mean scores for learners from Marsabit County were ranked the lowest. This reveals a lack of parental interest in the academic progress of their kids. According to the KNEC (2020) report, counties from the Coast and North Eastern were ranked among the poorest performers in the 2019 KCSE examination.

Many issues have been recognized as potential roadblocks to parental involvement in schooling. Work obligations, demands from other children, parenting challenges and a lack of time, exclusion of parents from activities, feelings of inadequacy, language barriers, a lack of understanding between school staff and parents, the level of commitment parents are showing

teachers, and accusations that families and parents feel unappreciated are just a few examples (Mageau et al., 2015).

There have been previous studies on parental involvement. Mwenda (2017) looked at the factors that influence parental engagement in secondary school homework in Laikipia. As in Laikipia, the analysis reveals that there is a context gap. Magwa (2017) examined the variables that influence parents' involvement in their children's education and found that their socioeconomic status and educational attainment had a major impact on their children's schooling. However, the study points to a content gap, as was the case in Zimbabwe. Mahuro and Hungi (2016) investigated the impact of parental participation on students' school performance in Uganda. Due to its emphasis on academic success as a dependent term, this study exposes a conceptual gap.

Based on the above studies, none of them had focused on parental involvement in Marsabit County. This study sought to establish the effect of family characteristics on parental involvement in education. The focus was on public day secondary schools in Moyale Sub-County, Marsabit County, Kenya.

### **1.3 Purpose of the Study**

The purpose of the study was to investigate parental involvement in education: Public day secondary schools in Moyale Sub-County, Marsabit County, Kenya.

### **1.4 Research Objectives**

- i. To examine the effect of parents' education level on participation in education in public high schools

- ii. This research aims to determine the effect of parental work on parental involvement in education in public high schools
- iii. This study aims to determine the impact of parental income on parental enrollment in public high schools
- iv. To determine the influence of parental gender on parental involvement in education at public junior high schools

### **1.5 Research Hypotheses**

**H02:** There is no substantial connection between parental educational attainment and parental participation in education at public secondary schools

**H01:** There is no substantial connection between parental occupation and parental involvement in education in public secondary schools

**H03:** There is no substantial connection between parental income and parental participation in education in public secondary schools

**H04:** There is no substantial connection between parental gender and parental involvement in education at public secondary schools

### **1.6 Justification of the Study**

Parental involvement in child development is beneficial. Children who have strong bonds with their parents perform better in science than children who do not. Parents are kept informed about school events and their children's progress through proactive involvement, which does not require their physical presence at school because technology may connect them in other ways. Parental involvement in children's education, though, is still a significant problem in Kenya. Comparatively speaking, students from Northern counties like Marsabit County performed poorly. This shows that parents are not actively involved in their children's

education. Therefore, it is important to know the effect of parents' occupation, education level, household income, and gender on parental participation in education.

### **1.7 Scope of the Study**

This study investigated the effect of parental characteristics on parental educational involvement. It focused on the public secondary schools in the Kenyan county of Marsabit's Moyale Sub- County. It placed a strong emphasis on the following four variables: parental income, parental occupation, parental level of education, and parental gender. The study was guided by the ecological systems theory, theory of planned behavior and human capital theory. The study employed descriptive cross-sectional research approach. Principals, students and parents were included in the study's target group. The research took place between 2020 and 2022.

### **1.8 Limitation of the Study**

Some of those who participated were hesitant to give information. The researcher guaranteed the respondents of confidentiality. The study was confined to the Moyale sub-region. However, the results of this study can be generalized to other sub-districts in Marsabit County as they face similar educational challenges.

### **1.9 Significance of the Study**

The research findings would benefit several groups including school management, parents, learners, policy makers, and scholars. The study would help school administrators and parents better understand how parental traits affect their involvement in children's education. Policymakers like the ministry of education would simplify parental participation in educational policies.

The recommendations of this research would also be advantageous to learners who are likely to receive more support from parents. Given the importance of parental involvement, learners are likely to perform better in school. This study would also be beneficial to other scholars who want to do more research on family factors and parental engagement in schooling. In particular, scholars would be able to build on their empirical literature by referencing this work.

### **1.10 Research Assumptions**

The research assumed that participants would be available for data collection. They would answer and provide accurate information. The researcher ensured that the selected participants clearly understood the topic. Data were collected for all the variables.

### **1.11 Definitions of Terms**

**Parental Gender** a parent or guardian who assumes the role of a parent is male or female (Hill, 2015).

**Parental Income** the amount of money that parents receive from their occupation every month (Hamidun et al., 2019).

**Parental Involvement** the degree to which parents are engaged in all aspects of their children's educational successes and performance at school and home (Clinton & Hattie, 2013).

**Parental level of education** having earned a primary school diploma, a secondary school diploma, a secondary school diploma, or a post-secondary school diploma (Freund et al., 2018).

**Parental occupation** what parents do for a living for an instant, casual laborers, farmers' pastoralists' professionals, and business people (Cruz, 2016).



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The chapter outlines the pertinent literature that the research's justification relied on. This was achieved by a study of empirical studies that tried to determine how parental traits affected parental involvement in education. Further, a summary of the research gaps is provided followed by a review of the theoretical review, which explained how numerous theories were connected to the research objectives. In addition, the conceptual framework of the research is presented.

#### **2.2 Parental Involvement**

Parental involvement is the degree to which parents are engaged in all aspects of their children's educational successes and performance at school and home (Clinton & Hattie, 2013). Parents' involvement in their children's education has been found to have a significant impact on the academic success of those children. Lara and Saracosti (2019) investigated the link between parental support for children's education and academic achievement. A cluster analysis of 498 parents or guardians of kids in second and third grade in 16 public primary schools in Chile revealed three distinct profiles of parental involvement (high, moderate, and low), each with its own characteristics (at home and at school, as well as through invitations from kids, teachers, and schools). Statistics show that children with little parental involvement perform worse in school and that children's academic achievement varies with parental involvement.

Victor (2019) looked into the extent of parental participation in preschool activities as well as the aspects influencing it. The study's target population consists of 450 preschool parents and 42 preschool teachers in the Sikalame area. This survey includes each kindergarten instructor

from the selected schools. 90 parents were selected for the study via a straight forward random sample, resulting in a sample size of 126. Most parents do not take an active role in their children's education and hardly ever assist them with their homework. This suggests a lack of parental commitment to their children's education. The chi-square test demonstrates that parental education level, financial class, and gender all have a substantial impact on how involved parent their children are in school. The study found no connection between parents' involvement in preschool activities and their marital status.

Taking into account the value of parental involvement, Darko-Asumadou and Sika-Bright (2021) examined the socioeconomic status of parents and how it impacts the academic performance of their children. This study found no evidence that parental education affected their children's academic achievement. Parents don't help their kids with their schoolwork or attend Parent-Teacher Association meetings, which are two examples of how parents could be involved in their kids' school lives. This is due primarily to the parents' lack of knowledge. However, research suggests that parental involvement, work, and family size all have a statistically significant impact on student academic attainment.

Mpiluka (2017) looked at parental participation and how it relates to academic attainment. Based on age, education, school type (ownership), and class size, the study's findings showed considerable differences in students' academic performance. Furthermore, parental participation varies significantly depending on the neighborhood, education, occupation, school style, and class size. When used alone, parental engagement explained 13% of the change in academic achievement ( $F=19.65$ ;  $p<0.001$ ), but when combined with additional variables, the significance faded, although the current model described 37% of the variation ( $F=8.362$ ;  $p<0.001$ ). The only important variable is the type of school.

Focusing on Barriers to Parental Participation in Education: An Update, Hornby and Blackwell (2018) This study is descriptive in nature. The results imply that pressure on parents brought on by a decrease in outside institutions' and services' assistance for families leads schools to play a larger supportive role for parents. This suggests that a form of family involvement in school that is more upbeat might develop. This study ignores the variables that affect parental involvement in education and instead concentrates on the obstacles to parental involvement in education.

Ntekane (2018) focuses on parental involvement in education. This study follows a desk research design. According to studies, parental involvement is linked to a number of beneficial outcomes for kids in primary and secondary schools, including: B. high academic performance, congenial attitudes, and social skills. Parental participation in education also functions as a gel, making learning enjoyable for kids and motivating them to work more while attempting to make loved ones proud. This study adopted a desktop research design, which shows methodological gaps.

Ethnic Diversity Perspectives of Parents, Teachers, and Students With a Focus on Parental Involvement in Education During High School, Witherspoon, Bartz, and Hill (2018). This study's theoretical framework is cross-sectional. This study uses quantitative measures of student interaction and attendance in addition to a grounded theory analysis of 20 focus groups with parents, children, and educators from different ethnic backgrounds. This investigation revealed that the most reliable tactics for encouraging achievement include communication, fostering self-reliance, and connecting education to future success. This study is based on cross-sectional theory and thus reveals conceptual gaps.

Thuba (2019) focuses on how parental participation affects secondary public education in Kenya's Igembe Tengah District and Meru District. In the Kenyan district of Igembe Tengah

Meru, a public secondary school undertook a descriptive correlation research. The findings offer statistical proof that parental participation and educational quality in public secondary schools are positively and significantly correlated. The effectiveness of education in public secondary schools was found to be positively and significantly impacted by all determinants of parental engagement. The study also discovered that maternal traits (educational attainment and occupation level) had a partial moderate impact on the association between parental participation and daily educational quality in public schools. The findings support the idea that involving parents more in schooling improves academic achievement, learning behavior, and the transfer to college and university. Second, the study found that, when all indicators of education quality in public secondary schools were pooled, parental academic socialization and parental involvement at home had a significant impact on education quality. It is also emphasized that all parents, regardless of their educational background or line of work, are able to participate in their children's education in order to increase the standard of education in public secondary schools. The research was conducted in the Igembe Central Sub-County, Meru County, Kenya, while this study focused on the Moyale Sub-County, Marsabit County, Kenya.

Puccioni, Froiland, Moeyaert, Desir, and Galimore (2022) concentrated on the connection between African-American parents' beliefs, commitment, and indicators of school readiness. The design of this study was cross-sectional. The findings demonstrated a positive relationship between African- Perceptions of American parents regarding their kids' readiness for school and their performance at the start of the year. Additionally, academic achievement and kids' social skills are favorably correlated with parental involvement in the parental home. The most startling finding is that parents' assessments of their kids' school preparedness predict their involvement at home, which in turn affects their capacity to learn and their social skills. The

research was conducted in American schools whereas the current research was conducted in Kenya.

In Nyakach District, Kisumu, Kenya, Akello (2020) focuses on the effect of parental involvement in schooling on their children's performance on the Kenya Certificate of Primary Education. This study uses a descriptive survey design. Based on the results, parents in this area do not monitor their children's homework, which causes the observed low academic performance. The performance of their children was unaffected significantly by the parents' attendance at the school assembly. Academic performance of children is significantly harmed by parents' lack of initiative in pursuing their education. The performance of parents' children suffers greatly when they are not given additional learning resources. The research was conducted in Kisumu while this research was conducted in Marsabit district.

Kisiang'ani (2018) focuses on the effect of family engagement on learning outcomes in math activities in Chwele Zone Kabuchai Sub-County, Bungoma County, Kenya, an early childhood education facility. Using a descriptive survey design, this investigation. According to the poll, the majority of parents simply offered their local resources as volunteers for field excursions, teaching in the classroom, and role-playing. In addition to local gatherings, school visits, and having students call parents, 60% of teachers also communicated with parents by writing notes. A big number of pupils appeared to be underappreciated, and the two parents hardly ever interacted or maintained their promises. Children's numeracy skills are improved when parents assign them household tasks. The extremely tiny conference on math instruction for the semester listed significant levels of ignorance, destitution, and divorce as obstacles to parental involvement in their children's math education. As a result, it was determined that parents did not actively participate in preschool math activities by communicating, providing excellent care, or volunteering their time.

Musau (2018) focuses on the familial variables that affect parental engagement in controlling student behavior in public secondary schools in Kenya's Kitwi District. This study is descriptive in nature. According to this study, there is no connection between a parent's level of income, education, drug and alcohol usage, the exposure of their children to electronic media, or their engagement in the disciplining of their children. The social learning theory is the foundation of this study. It was discovered that parents with lower socioeconomic level were less interested in overseeing pupil behavior. The Ho2 Pearson correlation coefficient test findings show a strong positive link, refuting the hypothesis and showing that parents with lower educational levels are less concerned with their children's education. The findings of the chi-square test showed a significant relationship between parental drug usage and involvement in the implementation of student disciplinary actions. According to the study's findings, there is no correlation between parental participation and how much their children are exposed to electronic media.

For pupils in preschool through third grade at an elementary school in the Mukuru Kayaba slum neighborhood, Obonyo (2018) emphasizes on parental involvement in kids' motivation in learning and academic progress. In the analysis, descriptive and inferential statistics were both applied. The overwhelming majority of the teachers surveyed believe that when parents are more involved in their children's education, kids are more likely to perform well academically and show a high level of discipline. However, the Pearson correlation shows a somewhat favorable relationship between parental involvement in a child's education and overall accomplishment. This demonstrates that various factors, not just parental participation, account for the majority of kid accomplishment. More than half of students also do not believe that the income level of their parents has an effect on their academic achievement, the general poverty they experience is a motivation in itself. The research is focused on elementary schools, while this research is focused on secondary schools.

Parenting was the main topic of Rabok and Achero's (2021) study on the connection between parent-child interaction and preschoolers' writing abilities in Kenya's Siaya District. This study investigates the relationship between preschoolers' readiness to write and their caregivers' economic level as well as the impact of the preschoolers' parenting knowledge and temperament on their interactions with their caregivers. Parent-child interaction and preschoolers' readiness to write are significantly and favorably correlated, according to this study. The readiness of preschoolers to write is significantly and favorably correlated with their parents' income. The findings revealed that the degree of parental awareness regarding responsive parenting significantly influenced the type of parent-child interaction. Significant variations in parent-child interaction styles in connection to children's temperament were also discovered by the study. It was shown that parent-child connection and willingness to write had a sizable beneficial link. The willingness to write about preschool children is correlated with economic level. Empathic parenting and child temperament influence parent-child interactions.

### **2.3 Parental Occupation and Parental Involvement**

Parental occupation is defined as what parents do for a living for an instant, casual laborers, farmers' pastoralists' professionals, and business people (Cruz, 2016). Gianelli and Rapalini (2019) examined the relationship between parents' work and their children's math performance. The results show that children's math scores increase when parents consider math worth learning because of its usefulness in the job market. Using the same identification strategy, it was found that an increase of 1 standard deviation in students' belief that effort in mathematics helps the job market increase their score by more than 60 points. Finally, reducing anxiety by 1 standard deviation increased the score by more than 100 points. In summary, with this study, we demonstrate the importance of several previously unexplored intangible factors in

explaining children's academic performance. However, this study focused only on outcomes in mathematics but left other disciplines and thus provided a conceptual framework.

In mixed public schools, Ngare, Maronga, Tikoko, and Sigei (2016) evaluated the role of the parenting profession in predicting students' academic performance about Kenyan secondary education on mixed days in Nyamira Utara District. From a random sample of 265 parents and 21 principals in public secondary schools with mixed days. The results show that being a parent does not affect the results of the 2010 KCSE exam. Apart from these findings, the survey reveals that the majority of parents engage in low-paying physical labor, resulting in low income and education for their children. This study, on the other hand, focused on mixed public schools in North Nyamira County.

Walter (2018) looked into the effects of parental employment and educational attainment on their kids' academic performance in public schools. The sample comprised 210 students who were chosen using a causal test design and a simple and stratified random sample. Questionnaires were used to collect information about students' household life. The findings found that parental occupation greatly affected the academic success of students. However, the parental standard of schooling has little impact on the academic success of pupils. This study advises parents to participate in their students' academic relationships, regardless of their parents' educational level. However, this study only focused on 42 learning institutions in Kipkelion Sub-County, while the current study aimed to examine the influence of parental employment on parental education in the Moyale sub-County.

In Kenya's Kisumu West Sub County public elementary schools, Goro (2018) investigated the connection between parental profession and academic success. The study, which used descriptive and correlational research methods, questioned 5340 class 8 students, 53 class 8 instructors, 50 head teachers, and 2340 parents of children who were registered in class 8 for



the KCPE in 2016. The work that parents do significantly and favorably affects the academic success of their kids in public primary schools. The research, however, presented a conceptual gap since it was focused on primary school pupils while providing little evidence on the secondary school students.

In Germany, Gutfleisch and Kogan (2022) focused on parental activity and student performance in STEM by gender and race. This study adopted an exploratory research design. The findings demonstrated that only girls' math proficiency in fourth grade and boys' math and science proficiency in ninth grade were related to parents' STEM work. There was no discernible change in this association after adjusting for the parents' socioeconomic situation, which could be explained by the migrants' generational and racial backgrounds. At both levels of science, science, and science education, Eastern European pupils outperformed other migrant groups (regardless of parental background). However, this study misses the aspect of parental involvement.

Giannelli and Rapallini (2019) concentrate on parental participation and kids' school math achievement. The results of the study demonstrated that markers that explained both intangible (parents' attitudes, children' instrumental motivation, and math anxiety) and concrete (parents' assistance with homework in math) aspects might predict attitudes toward mathematics. Our instrumental variable was the number of family members who work in math-related fields. Additionally, the study discovered that raising students' math preferences by one standard deviation raised their scores by roughly 30 points, a significant finding because 40 points are equivalent to one year of study. This study focuses on only one factor that affects parental involvement in education and ignores all other factors that affect parental involvement in education.

Parental concern appears to have an effect on children's and teenagers' cortical thickness and surface area in relation to self-esteem, according to Khundrakpam et al. (2020). For this work, a quasi-experimental research approach was employed. This study found that parental occupation and age 2 became independent sources of variability, and that the spatially distributed pattern of interactions between cortical thickness (located in the left caudal middle frontal, left inferior parietal, and right superior parietal) and surface area (located in the left orbitofrontal cortex) became independent sources of variability. Additionally, kids from households where both parents worked part-time had thinner cortexes and worse self-esteem. The results of the study indicate a distinct association between parental participation and cortical thickness and surface area in children and adolescents, likely pointing to various neurobiological routes by which parental involvement may affect brain development. This study focuses on only one factor that affects parental involvement in education and ignores all other factors that affect parental involvement in education.

Lim, Honey, and McGrath (2022) focus on a conceptual framework of work and parenting goals: an overview of the scope of parenting 'doing'. The area was examined carefully. They talk about general parenting, parenting of parents who have disabilities, and parenting in challenging social contexts. The majority of the songs center on western women raising young children. The investigation resulted in the creation of the Parents' Occupations and Goals (POP) Framework, a conceptual framework. It encompasses a broad variety of interconnected care areas that are carried out with the intention of addressing the child's fundamental developmental and social needs. Additional primary work that develops parenting abilities was also discovered to have an impact on parenting work. Therefore, this study undertook a scoping review and thus revealed methodological gaps.

The focus of Lambert, Duppong Hurley, January, and Huscroft D'Angelo's (2022) study was on the contribution of parental participation in bridging the academic success gap of high school kids and decreasing the associated risk of emotional and behavioral problems. The purpose of this study was to determine whether parental involvement is associated with academic outcomes, to what extent parental involvement varies between students with high EBR and students without EBR, and whether variations in parental involvement may be responsible for differences in academic achievement between students with high EBR and students without EBR. The findings revealed that parental participation was much lower for adolescents with greater EBR in a number of areas that were strongly correlated with academic achievement, and these disparities in parental involvement may be the primary cause of performance discrepancies. Therefore, this study focuses on the effect of parental involvement on school performance, but ignores the factors that influence parental involvement.

Kwarteng, Asiamah, Twumasi, Nkansah, Issaka and Afetorgbor (2022) focused on parental involvement in student academic achievement in Ghana. This research employs a quantitative methodology, namely a descriptive survey design. The socioeconomic status of parents, in particular, as well as income, occupation, and educational attainment are significant determinants of student academic achievement in Upper West County Akim, according to this study. Academic achievement of students is positively correlated with educational status and income. Additionally, the results show that parents who make sure their children study at home tend to their educational demands. Parents educate their children at home, take care of their educational needs, consult with teachers about their students' progress, and frequently go to PTA meetings. The study was conducted in Ghana while this study was conducted in Kenya.

Within the context of gender and the line of work of their parents, Emran, Spektor-Levy, Paz Tal, and Ben Zvi Assaraf (2020) concentrated on understanding pupils' conceptions of the

nature of science. This study focuses on how social factors can affect the comprehension of NOS by 1010 Israeli ninth-graders by looking at how they perceive NOS and how that perspective relates to the students' gender and the jobs that their parents hold. This research uses a descriptive research approach. The findings revealed that students' opinions on the subjective elements of NOS and whether they thought males and girls were equally capable of engaged in scientific efforts were in broad agreement. In fact, conceptions connected to boys' and girls' science were found to have the highest relationships. According to other study, boys seem to agree more with ideas related to scientific coherence and impartiality, whereas females tend to agree more with parts of science tailored at them. The subjective elements of NOS are more likely to be accepted by students whose parents work in science. However, the role of parents is overlooked in this study.

Using a probabilistic, semantic approach, Das (2021) focuses on examining the effects of parental labour on children's learning. Desk research was used as the research method for this study. This research presents a semantically enriched probabilistic model based on variants of a semantic Bayesian network to examine the effects of parents' employment on their kids' learning. Interesting facts are discovered through experiments using real-world data from different public schools in India, particularly when it comes to the geographical effects of parental participation on student accomplishment. The results of the comparison research show that the suggested model with embedded data semantics is more powerful in terms of implications than the method without embedded semantics. This study adopts a desktop research design, which shows methodological gaps.

Singh and Mishra's (2021) research focuses on young adults' mental health and child parenting. The MHB Mental Health Battery is a device that was developed (physiological health, daily routine activities, emotional status, emotional management and intelligence). The content

validity of the mental health battery was assessed by subject matter experts, and instrument reliability was confirmed in a pilot research. To determine the research findings, calculations were made using frequency, percentage, p-value, and correlation. The findings revealed a significant connection between young adults' mental health and their parents' occupations.

#### **2.4 Parental Education and Parent Involvement**

The minimum education required by parents is Abitur, Abitur, Abitur or Fachhochschulreife (Freund et al., 2018). Bronfenbrenner et al. (2018) evaluated the impact of parental education on student academic success in Kipkelion County public secondary schools using ecological systems theory. Based on the causal design of the study, a stratified and simple random sample of 210 out of four students was chosen. The results showed that parents' educational levels didn't much affect how well their kids did in school. The study had a contextual and conceptual gap because it only looked at form four students in Kipkelion Sub-County.

On a public day in the northern district of Imenti, Muriithi (2015) tries to investigate how the educational level of parents affects the academic performance of K.C.S.E students in secondary schools. This was a descriptive and relational study that collected data from parents, students, teachers, and principals using quantitative and qualitative methodologies (a total of 398). According to the study, parents' educational backgrounds significantly influence their children's academic success. The higher the education of parents, the more likely their children will do well in school. This is because certain parents can support and advise their children in various aspects related to their schooling, as well as in the physical supervision of their assignments and monitoring of their results. However, this study was based on public days in secondary schools in the North Imenti sub-district and thus showed a contextual gap.

Ouma (2018) investigated the impact of parental education on children's preschool enrolment and involvement in Busia County. A descriptive methodology was used to poll 277

participants, including 53 PAUD, 53 principals, 159 teachers, and 3890 parents. This study confirms that the educational level of parents affects children's enrollment in primary schools. In this way, educated parents are more likely than illiterate parents to enroll their children in school.

Li and Qiu (2018) found that educational disparities and parental involvement in schools are two significant ways that families might affect children's academic accomplishment. Their research focused on the effects of family history on children's educational achievement in China. Existing research shows that educational programs and family involvement both have an impact. In children, however, these two forces are active at the same time. Parental education significantly raised primary school pupils' test scores in Gansu Province.

In Kenya's Kisumu West Sub County public elementary schools, Goro (2018) explored the influence of parents' educational levels on their children's academic progress. Parental education, according to the data, has a beneficial influence on kids' academic success, accounting for a 25% increase in accomplishment. The study, however, presented a conceptual gap since it focused on primary school pupils while providing little evidence on secondary school students.

The relationship between parental education, school location, and motivation to learn a language is the main topic of Iwaniec's (2020) research. The goal of this study was to ascertain how the school's location and the parents' educational levels, two SES indicators, affected the eagerness of 15-year-old Polish children to learn English. The results showed that children's motivation to learn a language was influenced by parental education and the location of their school. Students from rural schools and those whose parents have lower levels of education are less motivated than their urban classmates and those whose parents have higher levels of education. The kids' self-regulation, ideal L2 selves, emotional arousal processes, and

perceived goals are all different. This study excludes all other factors that may affect parental involvement in education in favor of concentrating on one single element that has an impact on it.

The study by Avnet, Makara, Larwin, and Erickson (2019) is concerned with the effects of parental education and involvement on academic performance in elementary schools. The performance of primary school children is compared to a number of different criteria using data from a countrywide poll of those kids. Parental participation and the existence of additional disorders, such as autism spectrum disorder (ASD), were the factors. As a result of their academic performance, both ASD and typically developing kids had lower levels of parental involvement. However, this study missed the factors that influence parental involvement.

Iwaniec (2020) focuses on the relationship between parental education and school location and motivation to learn a language. case study research methodology The study discovered that although the majority of parents understand the value of education, their children's engagement in primary education is impacted by the realities of their lives, especially the difficulties they face in school and with literacy. Despite these disadvantages, most parents rely on the help of extended family and community members. Therefore, if parents make an effort to understand their surroundings through formal education, their own illiteracy status will not be a hindrance. This study's case study approach reveals methodological flaws.

The study by Baharvand and Hormozi (2019) focuses on how parental education and occupation affect teenagers with type 1 diabetes' views of parental support and metabolic management. Hemoglobin A1c (HbA1c) levels and teenagers' perceptions of parental support are both highly correlated with parental education level. Teenagers' maintenance behavior and HbA1c levels were not significantly impacted by the father's job, but they were significantly impacted by the mother's job. Teenagers with greater reported parental support had mean

HbA1c values that were lower. This study ignores all other factors that may affect parental involvement in schooling in favor of concentrating on two factors that affect it.

## **2.5 Parental Income and Parental Involvement**

Parental income is defined as the amount of money that parents receive from their occupation monthly (Hamidun et al., 2019). Drajeaa and O'Sullivan (2014) analyzed how family income affected the quality and kind of role that parents play in their children's primary schooling in Uganda. The ideas and opinions of 21 participants were qualitatively explored in a mixed-methods study with an anthropological component. The findings revealed that there was a link between a parent's income and literacy rate and the quality of their children's educational support. In the three socioeconomic categories of families studied, household poverty was found to be the main obstacle to children's educational success. However, the study had a methodological flaw because the sample size was too small to be generalizable. Likewise, the use of a qualitative approach was liable to bias without the reinforcement of quantitative research.

In Kenya's Mbita district, Sika (2019) sets out to assess the impact of family support on educational achievement in high school. This survey comprised a total of 20 principals, 184 teachers, 776 parents, and 776 students. The principal, parents, instructors, and four pupils were among those chosen using the target approach, randomized, and random sampling methods. The research showed a connection between student progress and parental support for school activities. Student achievement was found to be significantly predicted by parental support for school activities. As a result, increasing parental support of school activities leads to improved school performance for pupils.

Goro (2018) examined the connection between parental occupation and academic achievement in Kenya's public elementary schools in Kisumu West Sub County. Based on descriptive and



correlational research methodologies, the study's findings showed that parental income level had a favorable impact on students' education achievement, causing a 20% change in achievement. The study, however, presented a conceptual gap since it focused on primary school pupils while providing little evidence on secondary school students.

At Yamfo Anglican High School in Ghana, Osei-Owusu et al. (2018) evaluated the impact of parents' socioeconomic status on student academic progress. Eighty (80) second-year students were randomly selected from 213 students. From the self-developed questionnaire, the study showed that the socioeconomic status of parents (measured by parents' education level, parents' professional level, and parents' income level) had a significant and positive influence on Yamfo Senior's academic performance. This study, however, indicated a contextual gap since it targeted students High School in Ghana, while the current study sought to extrapolate the findings to Moyale Sub-County, Kenya.

Ouma (2018) investigated the impact of parents' socioeconomic status on student enrollment and involvement in preschools in Busia District. This study employs a descriptive research design. The survey included 53 PAUD, 53 principals, 159 instructors, and 3,890 parents. A total of 277 people from the sub-district took part in the survey, including 195 parents, 20 administrators, 60 teachers, and two PAUD coordinators. The research found that parents' professional status had a positive influence on parents' ability to pay. This is because, the more the parents earn a significantly higher income, the more they have in capital to pay for the student's school fees.

Soharwardi, Fatima, Nazir, and Firdous (2020) investigated the effect of parents' socioeconomic position on their children's academic performance in Pakistan. The findings demonstrated that a student's academic success was positively impacted by the father's income and the mother's and father's levels of education. However, mother education rather than

paternal education had a bigger effect on students' academic success. Additionally, a solid familial foundation and government-funded educational facilities boost students' achievement. This study does not use actual data because it applies a desk research design, which presents a methodological gap. This research is descriptive.

A meta-analysis was conducted by Kim, Cho, and Kim (2019) on socioeconomic status and academic performance in developing countries. The findings suggest that educational inequality is greater in high-income countries, posing serious challenges for developing countries as they expand access to schools. As a result, this study comes to the conclusion that socioeconomic position significantly affects academic achievement. In a related study, Balami (2015) discovered a favorable and substantial correlation between high school students' socioeconomic status and academic achievement using pre-learning practices.

Masheti (2019) focuses on how socioeconomic status of parents affects child neglect in elementary schools in Kenya's Mekenene Zone and Nyamira District. This study's goal is to identify the most prevalent forms of child neglect among elementary school students in the Borabu District's Mekenene area as well as the factors that influence them. The Baumrind parenting hypothesis provides the foundation for this investigation. The findings indicate that parents neglect their kids in a variety of ways. Parents frequently neglect their children in physical, medical, emotional, educational, and supervision-related ways. Parental neglect of children is influenced by the education, income, and occupation of the parents.

Chitra (2020) focuses on how parents' socioeconomic situation affects their children's emotional intelligence, who are members of the alpha generation. The research design for this study is desk research. Cognitive intelligence is regarded as a significant way to evaluate an individual's knowledge, per studies. Then researchers discovered that individuals with similar levels of cognitive intelligence do not experience the same levels of success in life. It was also

discovered that emotional intelligence is more important than cognitive intelligence because it is perceived by people to be the key to success in life. We must examine how to raise the emotional intelligence of Generation Alpha, also known as Generation I (born after 2010), who are the nation's newest citizens and whose intelligence and emotional intelligence will determine the destiny of the country.

Omurwa (2019) focuses on the relationship between socioeconomic level of parents and views of a good learning environment at preschools in Nairobi, Kenya. In this study, the socioeconomic position of the parents—specifically, their occupation, level of education, and income—is used to evaluate how parents' evaluations of the quality of the preschool setting are influenced by these factors. The research design used in this study is comparative. The poll results make it obvious that parents generally seek the finest environment for their kids, as shown by their responses, which center on secure, guaranteed, and high-quality learning resources, extensive curricula, qualified, competent teachers, and schools. Those who do this are required to maintain strict discipline. This shows that parents from various professions view pre-school education quality differently and that independent contractors lack a fundamental understanding of the environment's standard. It was determined that the effort had no appreciable impact on parents' impressions of the caliber of the preschool environment in the Embakashi District because this perception difference was not statistically significant. It also shows that parents with basic education have the lowest perceptions of the preschool environment, while parents with higher education have very different views about the quality of the preschool environment.

Parents' incomes and children's lifestyles are the main topics of Duncan, Kalil, and Ziol-(2018) Guest's study. PSID has offered helpful information to address intergenerational issues ever since it was founded. Midway through the 1990s, research connecting early childhood income

with early childhood achievement, particularly educational attainment, were backed by PSID data. Concurrently, research in epidemiology and neurobiology is starting to provide light on the mechanisms underlying the connections that have been seen. According to the findings, children's lives were significantly impacted by their parents' income. This study disregards the influence of parental involvement in education and instead uses the child's life experience as the dependent variable.

According to Kisache (2019), academic progress at public primary schools in Kenya's Kiminini District and Trans Nzoia District is significantly influenced by parents' socioeconomic position. The findings revealed that most principals believed wealthy parents were constantly concerned about their kids' academic performance. The survey results again show that most school leaders believe that students from low-income parents have lower ambitions than students from rich families. This feeling is similar to the feelings of classroom teachers and students. The survey also found that most students reported from classroom teachers and principals that parents from poor socioeconomic backgrounds found it difficult to meet their children's educational needs financially. The results of the study also show that German school administrators believe that educated parents are more concerned about their children's education than are parents who lack education. Administrators, teachers in the classroom, and students all agreed that parental supervision of their children's education, both at home and at school, as well as their participation in school-related activities, had a positive impact on children. The study was conducted in the Trans Nzoia district, revealing conceptual gaps.

The primary subjects of Wolf and McCoy's (2019) study are Household Socio-Economic Status and Parental Investment: Direct and Indirect Associations with School Readiness in Ghana. This study explores how parental socioeconomic status (SES) influences children's school readiness both directly and indirectly through parental investment channels. In Ghana, data are

gathered through direct interviews with preschoolers and their primary caregivers. The findings show gaps associated to SES in children's school preparation skills and all parental investment qualities. Even while preschool attendance does not predict executive functioning, it plays a crucial mediation role in the relationship between SES and the majority of school ready skills. Early literacy was only slightly predicted by the number of books in the household, whereas stimulation at home was adversely correlated with motor abilities, literacy, and numeracy. The study was conducted in Ghana while this study was conducted in Kenya.

Zhang, Zhou, Gu, Lei and Fan's (2018) study on family socioeconomic position and parent-child relationships: the mediating influence of personality factors focused on the social creativity of primary school pupils. This study examines the correlations between personality traits and social creativity in kids and family socioeconomic status and parent-child relationships, using a sample of 955 primary school students in central China. Children's openness, awareness, friendliness, and extraversion were found to partially mediate the relationship between the family environment and social creativity after age and gender adjustments were made. Social creativity was significantly correlated with family environment (socioeconomic status and parent-child relationships) and personality traits. The study was conducted in China whereas this study was conducted in Kenya.

Hoff and Laursen (2019) focus on socioeconomic status and parenting. This study follows a desk research design. The research on differences in parenting knowledge and practices related to SES is summarized in this paper. This study charts the relationship between SES and motherhood and pinpoints the interconnected effects of each parent's income, education, and employment levels. Parents' interactions with their kids, the environment they provide for them at home, and the connections they help them make to the outside world are all considered to constitute parenting practices, according to studies. The study also shows that parents from

different socioeconomic groups expect different development plans. This study adopted a desktop research design, which shows methodological gaps.

Currie and Goodman (2020) focus on the socioeconomic status of parents, children's health, and human resources. This study follows a descriptive research design. According to studies, socioeconomic position has a big influence on human capital. This study also demonstrates the enormous influence that socioeconomic status has on children's health. However, this study misses the aspect of parental involvement.

## **2.6 Parental Gender and Parental Involvement**

Parental Gender is defined as a parent or guardian who assumed the role of a parent is male or female (Hill, 2015). Samson and Lydia (2014) looked into how gender disparities affected Nyeri parents' involvement in their children's education. In the study, 110 parents of children in public secondary schools were randomly assigned using mixed methods (qualitative and quantitative techniques). The majority of the men had completed high school, while the majority of the moms had completed primary school. According to studies, women have more terrible experiences than fathers during their time. One of the main concepts is to attend parenting workshops and to encourage parents to communicate with their kids in English.

Pepe and Adimando (2014) analyzed the impact of parental education level and gender on parents' unproductive behavior with instructors. Primary data was gathered by delivering questionnaires to a group of primary and secondary school teachers. As a result, there are 150 fathers and 524 moms in the sample who engage in counterproductive conduct. The findings revealed that there was no substantial difference in counterproductive behavior between fathers and mothers when it came to controlling the influence of parenting education and school evaluation. Low parental education appears to be associated with uncooperative and non-cooperative behavior, whereas excessive anxiety about children's education is associated with

parents who have a bachelor's degree or higher. However, the study presents a conceptual since the study was based on organizational parents' counterproductive behaviors. The study only targeted the parents and teachers leaving out the contribution of the students, therefore, presenting a methodological gap.

Fleischmann and de Haas (2016) used nationally representative data from a study in the Netherlands of parents of primary school children from the Netherlands, Turkey, and Morocco to try to explain disparities in parental participation (depending on gender). The results showed that mothers were much more involved than fathers. This study points to a methodological gap, however, as the data are based on parents' self-reports of their participation, which leaves room for biased answers. There was no engagement of the schools and teachers, who would cross-validate parents' reports. Since the current study looked at parents' involvement from the students' perspective, the current study, therefore, sought to interview both students and head teachers to provide objective reports.

Endendijk et al. (2017) looked into gender differences in child violence. This is the link between child sex and child maltreatment by the physical influence of parents, adjusted by expectations about the role of parents, found in the research of 299 two-parent homes with 3-year-old children in the Netherlands. Parents with highly stereotyped gender roles use physical control tactics more in boys than in children, while fathers with highly stereotyped gender roles use physical control more in children than in boys. In addition, if fathers have strong attitudes toward gender stereotypes, their unequal attitudes toward sons and daughters a year later account for gender differences in violent behavior among children. Gender-differentiated parenting patterns are not associated with gender inequality in child abuse. The study had a conceptual flaw, though, in that it provided little insight into parental involvement in the context of education.

In their study on parent-child memory in a Scandinavian sample, Svane, Olesen, Kingo, and Krjgaard (2021) concentrated on gender and parental involvement. In an egalitarian Scandinavian setting, this study explores gender variations in parental remembrance patterns for both positive and unfavorable event categories, as well as any possible connections between parental reminiscence patterns and parental participation levels. Most parents recall times when their 4-year-old children were with them while they were joyful or unhappy. In general, the degree of parental participation and the parent's remembering style were unrelated. The mothers' devotion to discussing the sorrowful occurrence was, nevertheless, a factor in their elaboration and favorable feedback. Although the general style of remembering of mothers and fathers was similar, there were gender disparities in the consistency of parental style of remembering across different types of events. Therefore, this study eliminates other factors that influence parental involvement in education.

Focus is placed on parental obstacles to kids' active school trips in Solana, Mandic, Lanaspa, Gallardo, and Casterad's (2018) study. A multivariate binary logistic regression model with distinct models for mothers and fathers was used to evaluate the data. Significant hurdles to ACS for both mothers and fathers included distance, parents' modes of transportation, and felt comfort in dropping off their kids at school. Only among moms and not in families who lived close to the school were there significant correlations between children's extracurricular activities and their disinterest in walking there. Therefore, this study eliminates other factors that influence parental involvement in education.

Kavanagh, Priest, Emerson, Milner, and King (2018) focuses on the gender, parenting education and bullying experiences of Australian youth with and without disabilities. The prevalence-to-risk ratios (PRRs) of bullying were calculated in this study using Poisson regression after relevant confounders like disability status were taken into account. The



findings of this study show that teenagers with impairments and those with BIF/ID are more likely to experience social bullying than peers without these conditions. Young people with BIF/ID are also more prone to experience bullying. BIF/ID bullying victims were more likely to be disabled and to have come from less-educated parents.

Saiz-Alvarez, Rodríguez-Aceves and Silveyra León (2021) focus on the influence of parental gender on the entrepreneurial intentions of the heirs. This study shows that the gender of parents can promote their children's entrepreneurial intentions. This study analyzes potential entrepreneurs using a before and after instrument in the entrepreneurial challenge to measure our hypothetical model. The results showed that (the influence of parental sex on their offspring is small; there is little difference between entrepreneurial fathers and entrepreneurial mothers, and the influence of entrepreneurial activities on children without entrepreneurial parents is stronger. The main implication of this result is that entrepreneurial education and actions have a greater impact. differ in students because this impact is dependent on parental occupation. This study focuses on parental gender and entrepreneurial intentions and ignores parental involvement.

## **2.7 Summary of Research Gaps**

Based on the reviewed past literature, the current study found considerable literature in support of the parental parent characteristics influencing their level of involvement in the students' education. The majority of them have found that these parameters (parental level of education, parental occupation, parental income, and parental gender) have a significant influence on the student's academic success and parental participation. However, the studies revealed various flaws, which served as the foundation for the current research. For instance, Walter and Wambugu (2018) looked into how parental education levels affected their children's academic

achievement. The study had a contextual and conceptual gap because it only looked at four students in Kipkelion district.

Muriithi (2015) was interested in learning how parental education affects their children's K.C.S.E academic performance in Meru. The current study was restricted to Imenti North Sub-County due to a paucity of information on academic performance at public day secondary schools in Moyale Sub-County, Marsabit County, Kenya, which caused a gap in the context. Goro (2018) looked into how parents' educational backgrounds affected their kids' academic achievement in Kenya's public primary schools in Kisumu West Sub County. The research, however, presented a conceptual gap since it focused on primary school pupils while providing little evidence on secondary school students.

Giannelli and Rapallini (2019) investigated the link between parental occupation and children's school outcomes in math. However, the study was only focused on Math's outcomes while leaving out other disciplines thus, presenting a conceptual framework. In contrast to Ngare, Maronga, Tikoko, and Sigei's (2016) study, which looked at how parental profession affects student academic performance in Nyamira and not Marsabit.

Walter (2018) looked on the effects of parents' employment and educational background on their children's academic performance in public day secondary schools. However, the previous study was limited to Kipkelion Sub-42 County's public secondary schools, whereas the current study looked at the impact of parental occupation on parental educational attainment in Moyale Sub-County. Drajeaa and O'Sullivan (2014) examined how parents' presence in their children's primary education is influenced by family income in Uganda. However, the study had a methodological flaw because the sample size was too small to be generalizable. Likewise, the use of a qualitative approach was liable to bias without the reinforcement of quantitative research.

The effect of parents' socioeconomic situation on their children's academic achievement in Ghana was examined by Osei-Owusu et al. (2018). However, because the study focused on pupils from Yamfo Senior High School in Nigeria, the current study tried to generalize the findings to Moyale Sub-County in Kenya. Pepe and Addimando (2014) examined the impact of a parent's gender and educational level on their unproductive conduct with teachers. However, the study presented a conceptual since it was based on organizational parents' counterproductive behaviors. The study only targeted parents and teachers leaving out the contribution of the students, therefore, presenting a methodological gap. Endendijk et al. (2017) investigated the role of gender differences in child aggression. Nonetheless, the research presented a conceptual gap in that it shed little light on parental involvement in the education context.

## **2.8 Theoretical Framework**

The study examined the association between family factors and parental involvement in education among public day secondary schools, using the ecological systems theory, the theory of planned behavior, and the human capital theory.

### **2.8.1 The Ecological Systems Theory**

The theory of ecological systems was developed by Bronfenbrenner (1974), who emphasized the need to involve parents in children's academic affairs. The Bronfenbrenner framework helped incorporate parental involvement into founding legislation (Zigler & Muenchow, 1992) as well as the Comer School Development Program (Comer & Haynes, 1991). According to the idea, the micro system covers social class, ethnicity, religion, and geographic location, while the ecosystem encompasses the influence of social networks, workplace, environment, and politics on parental engagement practices (Salwiesz, 2015).

Based on ecological transitions—natural changes in the life course—such as starting school for the first time or moving out of your parents' house after finishing your training, this theory addresses the individual role and environmental transitions (Bronfenbrenner, 1994). The author identified the microsystem as the most intimate structure through which a person can interact face-to-face with others, including at home and work.

Rather than studying the engagement of parents in isolation, this approach advises that they be included in groups within the greater school social system. To accommodate parental engagement, he also sought to significantly modify the school's environment. As a result, the Comer and Haynes School Development Program's schools place a high value on family participation (Comer & Haynes, 1991). The theory has been used to justify the demand for parental involvement in establishing statutes and has been crucial in the development of parental involvement in efforts to shape educational policy (Zigler & Muenchow, 1992). According to the ecological systems theory's detractors (Guy-Evans, 2020; Leventhal & Brooks-Gunn, 2000), there is not enough proof that children suffer disadvantages when they are exposed to harmful environmental effects or are denied access to a particular environment.

Collaboration between family, community, and school, according to Bronfenbrenner, increases student attitudes toward school and stakeholder engagement in school management. The ecological theory of Bronfenbrenner is relevant to this study because it describes how an individual's growth is the product of several interacting circumstances that either support or inhibit the individual's potential. In this study, parents' traits are emphasized as potential indicators of their involvement in their kids' schooling. In this way, the hypothesis established a theoretical connection between parental traits (occupation, income, education level, and gender) and parental involvement in their children's schooling.

### **2.8.2 Theory of Planned Behaviour**

This theory, developed by Ajzen (1991), aims to anticipate and explain human behavior in certain situations. This theory looks on the components that contribute to higher behavioral intentions, arguing that the stronger the desire to do something, the more likely it will be done. The reasons for intentions must be understood, according to the theory of planned behavior, to forecast future engagement in particular activities (Beck & Ajzen, 1991).

In essence, the idea underpins people's behaviors and purposeful conduct regarding participation in specific activities depending on their attitudes and behavior, as well as subjective norms and perceived control. Attitudes and behaviors involve feelings and attitudes toward specific behaviors. One's desire to participate in a certain activity will almost certainly increase if they believe it has a good impact. Subjective norms are societal expectations that one should act in a certain way. These expectations can result in peer pressure and social pressure, both of which can make someone more ready to take action. Finally, perceived control is a person's opinion of their ability to perform certain actions; it affects whether a person performs an activity (Ajzen & Driver, 1991).

The researcher can ascertain the objectives and individual norms of parents who are interested in their children's academic lives thanks to the implementation of such notions in the current study. They will get more invested in their education because they believe it will help them in ways other than increasing their academic achievement (Bower, 2011). Alghazo (2013) presents an example of how parental involvement increases social capital and gives students access to more resources, both of which improve academic performance. The theory covers parental involvement attitudes, subjective norms, and motivations, as well as the elements that determine parental involvement levels. Culture, educational level, social background, and/or class are all factors that might assist shape “subjective norms that play a role in their children's

education” (Brake & Corts, 2012). Therefore, the theory strongly backs the study variables based on the parental beliefs in being involved in the students’ academics.

### **2.8.3 Human Capital Theory**

Schultz (1969) introduced the human capital hypothesis, which Becker (2013) developed in-depth. Knowledge and abilities, according to the proponent, are both types of capital, and capital is a product of purposeful company growth. Human capital refers to the idea of investing in people through education and training. Schultz compares the acquisition of knowledge and skills with the acquisition of productive assets. Income inequality is associated with differential access to higher human productivity, leading to positive outcomes and, as a result, stable growth and achievement of corporate goals (Schultz, 1961).

This idea considers people as assets and highlights the benefits of investing in organizations and people. Previous empirical study has found that one of the most important aspects in explaining the achievement of business goals is human capital; that highly qualified employees use the knowledge generated by their education system and social contacts to acquire the necessary resources for influence implementation (Almendarez, 2013; Diaconu & Popescu, 2016; Hidayat & Latief, 2018). Proper training and prior experience can be used to develop specific human capital. In comparison to conventional training, more tailored procurement training can give procurement professionals specific knowledge. General knowledge of business administration and specific knowledge of inventories and inventories are also included in this specialized form of human capital (Hassan, 2020).

The human capital hypothesis places a strong emphasis on the value of financial resources and parental involvement in children's education (Li & Qiu, 2018). He claims that education is a valuable human resource and that the cost-benefit model is a key concept for families when

making educated investment decisions, and that disparity in children's educational attainment is primarily due to disparities in family education and education. Due to limited family wealth, parents from poor families are usually unable to spend enough money on their children's education, which has an impact on their children's success in school (Becker, 2013).

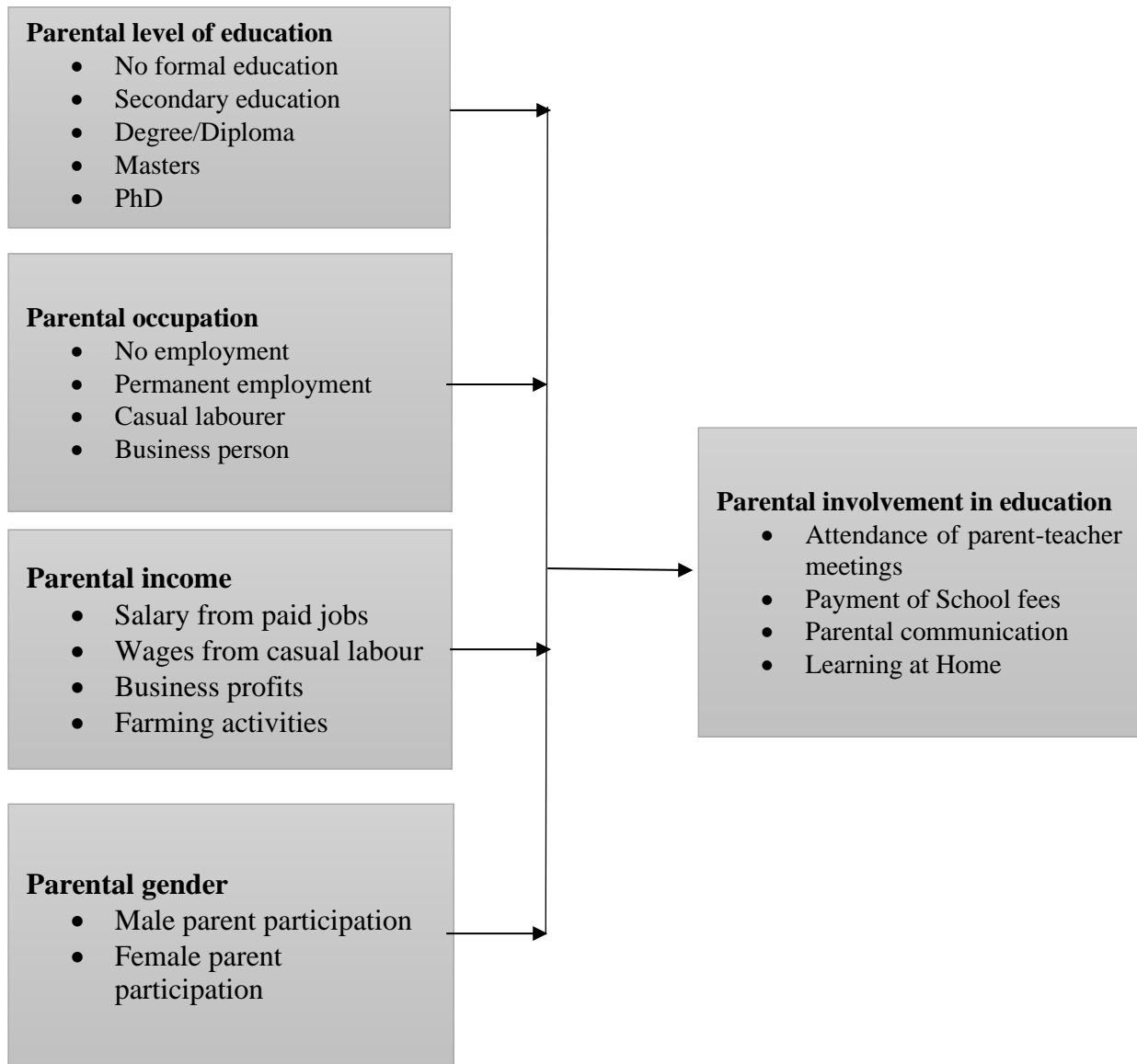
The academic abilities of students are directly associated with the socio-economic status of their parents (Li & Qiu, 2018). Therefore, this theory best advises the current study on how the income and occupation of the parents can influence parental participation in the student's education. Based on the two aspects, the parent is either able or not able to facilitate the requirements of a student towards the education of the student and thus, the student can either enjoy or be limited to access of some opportunities in the education system.

## **2.9 Conceptual Framework**

A conceptual framework is an integrated correlation of ideas on how variables are linked to a particular phenomenon. It serves as the basis for comprehending the patterns of association or links through events, thoughts, experiences, principles, knowledge, perceptions, and other experiential elements (Svinicki, 2010; Kivunja, 2018). The current conceptual framework provided a diagrammatic representation of the influence of parental characteristics on parental involvement in education.

**Figure 2.1**

*Conceptual Framework*



**Independent Variables**

**Dependent Variable**



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter outlined the tools and procedures used to explain the research methodology in the current study. The following subjects are covered: research design, research area, target population, sampling methods, sampling, data collection tools, data collection procedures, pilot studies, variable measurement, testing of the regression hypothesis, data processing and analysis, statistical modeling and data management, and ethical considerations.

#### **3.2 Research Design**

This research employed a descriptive cross-sectional research approach. A descriptive study is concerned with research that produces facts that are relevant to nature and the state of most things. In a descriptive survey, this means that quality and existing facts are given meaning, as stated by (Nassaji, 2015). Descriptive research design explains the characteristics of a specific group or person. The results were objective because it increases the flexibility of data gathering (using questionnaires, surveys, interview guides, and focus group discussions).

#### **3.3 Study Area**

This study investigates the effect of family variables on parental involvement in education, concentrating on a public secondary school in Moyale Sub-County, Marsabit County, Kenya. Moyale is one of the four districts in Marsabit. There are 10 public secondary schools in Moyale District. The choice of Moyale Sub-County as the study location was because of the adequate number of public day secondary schools. Therefore, the researcher had an adequate sample population to collect data.

### 3.4 Target population

The study focused on students, parents and principals from 10 public secondary schools in Moyale District. Students were 1861, 10 principals and 10 PTA representatives (Marsabit District Government, 2018). The choice of students as the study respondents was because they are directly affected by parental involvement.

**Table 3.1**

*Population*

Secondary school	PTA		Students
	Principal	Representative	
1. Butiye Mixed Day	1	1	451
2. Sessi Mixed Day	1	1	248
3. Manyatta Mixed Day	1	1	386
4. Moyale Township Mixed Day	1	1	285
5. St. Mary's Mixed Day	1	1	21
6. Heilu Mixed Day	1	1	142
7. Odda Mixed Day	1	1	202
8. Bori Junction Mixed Day	1	1	45
9. Dabel Mixed Day	1	1	56
10. Kinisa Mixed Day	1	1	25
<b>Total</b>	<b>10</b>	<b>10</b>	<b>1861</b>

### 3.5 Sample and Sampling Techniques

In this study, the sample population (students) was selected using simple random sampling. This is due to the fact that the students shared similar qualities, giving them an equal probability of selection (Mugenda & Mugenda, 2003). The use of a simple sampling technique provided

each student with an equal chance of being selected. Further, the principals and PTA representatives were selected purposively since they were known.

### 3.5.1 Sample Size Determination

Yamane (1967) formula was used to compute the study sample size.

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n - sample size,

N - population

e – level of confidence

1 - constant.

Level of precision of 5%

The sample size is:

$$n = \frac{1861}{1 + 1861(0.05)^2}$$

$$n = 329$$

The study thus targeted a sample of 329 students.

**Table 3.2***Sampling Frame*

<b>Secondary school</b>	<b>Principal</b>	<b>PTA Representatives</b>	<b>Students' population</b>	<b>Students' sample</b>
1. Butiye Mixed Day	1	1	451	80
2. Sessi Mixed Day	1	1	248	44
3. Manyatta Mixed Day	1	1	386	68
4. Moyale Township Mixed Day	1	1	285	50
5. St. Mary's Mixed Day	1	1	21	4
6. Heilu Mixed Day	1	1	142	25
7. Odda Mixed Day	1	1	202	36
8. Bori Junction Mixed Day	1	1	45	8
9. Dabel Mixed Day	1	1	56	10
10. Kinisa Mixed Day	1	1	25	4
<b>Total</b>	<b>10</b>	<b>10</b>	<b>1861</b>	<b>329</b>

**3.6 Data Collection Instrument**

Both qualitative and quantitative data that were gathered from original sources were used in the study. The respondents' information was gathered using standardized questionnaires that they self-administered as well as interviewing scripts. The pupils received the organized surveys. The adoption of a 3-point Likert scale helped with this (See appendix 2). Using the key interview guidelines, qualitative information was gathered from the key informants (principals and PTA representatives).

### **3.7 Pilot Test**

A preliminary investigation was conducted to see whether the research instrument was accurate and adequate for data collection (Janghorban, 2014). A sample size of one to ten percent of the population is considered adequate (Mugenda & Mugenda, 2003). The participants in the pilot study are not involved in the real testing procedure in order to reduce bias. It is meticulously calibrated and refined to get the instruments' dependable and genuine nature. The pilot study included 33 students or 10% of the total sampled population. Since they were disqualified from the final analysis, the participants in the pilot study were drawn from one public day secondary school in Saku Sub-County.

#### **3.7.1 Validity of Research Instrument**

The research took advantage of content validity (a logical process by which relationships between test items and work-related tasks are made through expert judgment); person validity (determines whether the test measures what it claims to measure by analyzing the factors evaluated by a person and other stakeholders who generate an informed opinion) and construct validity (including which statistical tests to interpret) as measures for properties or qualities that are not operationally defined (Cronbach, 1951). The study used content and face validity where the expert judgment was from the research supervisors.

#### **3.7.2 Reliability of the Research Instrument**

It is a precision analytical tool to ensure reliable results (Coombs, 1950). The suggested research employs the calculation of Cronbach's alpha coefficient, with a 0.7 threshold indicating that the instrument is untrustworthy. The response being scaled was evaluated using Cronbach's alpha (Vaske et al., 2017). Because the analytical questionnaire was primarily a

Likert scale, the solution was appropriate. Cronbach alpha of 0.7 and above was utilized (Heo, Kim & Faith, 2015).

### **3.8 Data Collection Procedures**

The researcher obtained authorization to collect data from Kenya Methodist University and also obtained research permit from NACOSTI. Data was collected using the drop and pick approach. After setting up a session with the respondents, the researcher delivered the surveys to them. This strategy was useful for managing surveys of the examined population since it ensured respondents' independence when responding to questions. To assist in the data gathering, research assistants were recruited and trained. The data collection exercise took two weeks.

### **3.9 Measurement of Variables**

This section describes the measurement of the study variables in terms of indicators and sources. Parental level of education was measured by no formal education, secondary education, degree/diploma, and masters as well as PhD attainment as adopted from Muriithi (2015) and Ouma, (2018); gender of the parent measure by male or female parents; adopted from Samson and Lydiah (2014), parental income measured by salary from paid jobs, wages from casual labor, business profits and farming activities adapted from Erola et al. (2016); parental occupation operationalizes as no employment, permanent employment and, laborer and business person as adopted from Ngare, Maronga, Tikoko and Sigei (2016) and parental involvement in education is measured by the attendance of parent-teacher meetings, payment of school fees, parental communication and learning at home as adopted from Sabol, Sommer, Sanchez, and Busby (2018).

### **3.10 Data Analysis and Presentations**

SPSS version 21.0 was used to analyze the data. The study variables were described using descriptive statistics, such as frequency and percentage. Regression and correlation were employed in inferential statistics to establish links between the constructs. The findings were presented using tables and graphs. To examine qualitative data, content analysis was used and findings were presented using narratives.

#### **3.10.1 Statistical Model**

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

Where;

Y = Parental involvement in education

X<sub>1</sub> = Education level

X<sub>2</sub> = Parental occupations

X<sub>3</sub> = Income level

X<sub>4</sub> = Parental gender

β<sub>i</sub> = coefficients

e = Error term

#### **3.10.2 Testing of Regression Assumptions**

In order to prevent receiving false findings from Ordinary Least Squares (OLS) regression, post-estimation tests were carried out to ensure that the data adhered to the underlying

assumptions. These included linearity of the model, normality of residuals, multicollinearity test, and heteroscedasticity.

Before performing the regression analysis, this study employed a graphical way to assess the data's linearity and visually show whether there was a linear or curvilinear relationship between two continuous variables. To visually evaluate the linear relationship between the dependent and independent variables, it is a good idea to utilize a scatter plot (s). Only linear relationships between the dependent and predictive variables can be approximated by regression models (Osborne & Waters, 2002). The Shapiro-Wilk test was run to make sure the data in this inquiry were normal (Elliott & Woodward, 2007). The normal distribution of the residuals was the null hypothesis. The data was frequently stretched out if the probability value is greater than 0.05.

A high level of correlation between variables causes multicollinearity problems and therefore independent variables should not be strongly correlated with each other. With a tolerance value of larger than 0.1 and a value of less than 10 for the inflation coefficient (VIF), multicollinearity between independent variables was evaluated (Miles, 2014). The parameter estimations are biased when the regression model is used without taking heteroscedasticity into consideration. To detect heteroscedasticity, Levene's test of equality of error variances was used. The idea that error variance is homoscedastic was the null hypothesis. The null hypothesis is accepted when the p-value exceeds 0.05.

### **3.11 Ethical Consideration**

Before starting to collect data, the researcher requested Kenya Methodist University's approval. Additionally, the researcher requested a NACOSTI permit which was necessary before gathering data. The participants were permitted to leave the survey at any moment during the data collecting period if they felt it was appropriate. Confidentiality and anonymity of respondents were ensured at all times. Only academic research was done using the information



gathered from the respondents. After the data collection exercise, data obtained was treated with confidentiality and no manipulation was done.

## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

#### 4.1 Introduction

This section includes research outcomes and discussion. The presentation has been set up in accordance with the primary study variables. Five factors were included in the investigation. These were parental education level, parental occupation, parental income, parental gender, and parental participation in education. For each variable, the descriptive statistic results were presented first and were integrated with the qualitative results. Results on diagnostic tests were then presented before the inferential results. The results were discussed in relation to the empirical literature. The findings on reliability of the data and response rates are presented first followed by the background information on respondents.

#### 4.2 Pilot study Results

The fitness and dependability of the research data were determined by computing the Cronbach's Alpha coefficients for each major variable.

**Table 4.1**

*Reliability results*

Main variables of the study	No. of Items	Cronbach's Alpha ( $\alpha > 0.7$ )
Parental Involvement (Y)	7	0.734
Parental Occupation (X1)	7	0.833
Parental Education (X2)	10	0.801
Parental Income (X3)	7	0.712
Parental Gender (X4)	6	0.832

According to Table 4.1's findings, the Cronbach's coefficient alpha value for each construct was greater than 0.7 ( $>0.700$ ). A reliability coefficient that is above 0.7 is regarded as reliable in social sciences (Bhattacharjee, 2012). Therefore, the research constructs were considered dependable and fit for further analysis.

### **4.3 Response Rate**

In Moyale Sub-County, the researcher gave out 329 questionnaires to students attending public day secondary schools. Of those, 280 (85.1%) legitimate questionnaires were returned and used in the study. As for principals, the researcher had intended to interview 10 of them, but only seven were available during the interview period. This represented a 70% response rate. In reference to PTA representatives, the researcher had intended to interview 10 of them, but only six were available during the interview period representing 60% response rate. For statistical analysis, it was deemed sufficient if there were more than 50% of responses (Saunders, Lewis & Thornhill, 2009).

### **4.4 Profile of Respondents**

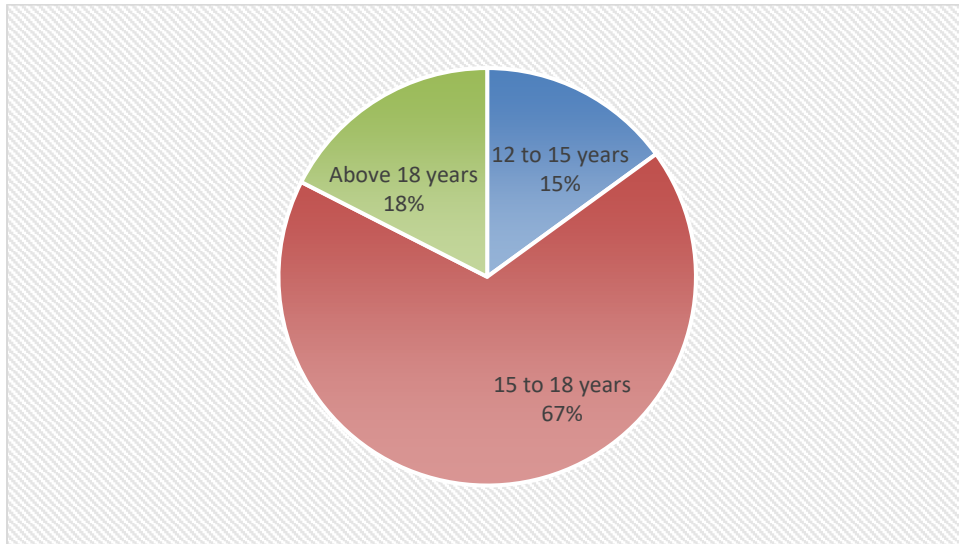
The background information of respondents was key to this study. It helped to understand the characteristics of students which further informed the interpretation of the findings of each variable. The background information aspects which were of interest to this study were age, gender, level of study, and guardian.

#### **4.4.1 Age of the Respondents**

Based on the data analyzed, the age of the respondents was distributed as shown in Figure 4.1.

**Figure 4.1**

*Age of the Respondents*



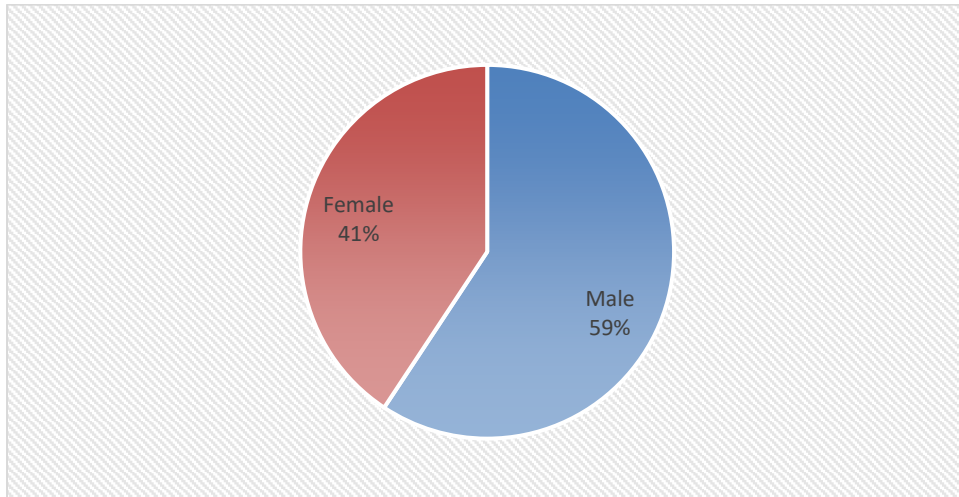
The results in Figure 4.1 indicate that 67% of the respondents were aged 15 to 18 years, 18% were above 18 years, and 15% were 12 to 15 years. Given that the focus was on secondary school students, it was expected that most if not all of them would be at the teenage level.

#### **4.4.2 Gender**

The gender of the participants is distributed as shown in Figure 4.2.

**Figure 4.2**

*Gender of the Respondents*



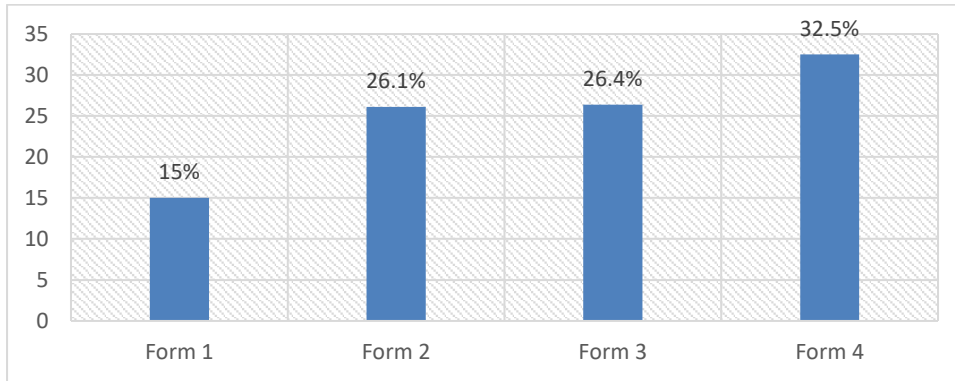
According to Figure 4.2's findings, there were more male respondents (59%) than female respondents (41%). This implied that more male students participated in the study compared to female students. However, the constitutional requirement of at least a third of either gender's representation was fulfilled. Fair representation is critical in ensuring that views of both male and female students inform the findings and conclusions of the study.

#### **4.4.3 Study Level**

The study level of the respondents was distributed as shown in Figure 4.3.

**Figure 4.3**

*Study Level*



The results in Figure 4.3 indicate that 32.5% of the respondents were in form four, 26.4% were in form three, 26.1% were in form two, and 15% were in form one. This suggested that all the four levels were represented and therefore the views of students in all study levels were incorporated in the study.

**4.4.4 Guardian**

The outcome relating to the question on guardian was captured in Table below.

**Table 4.2**

*Guardian*

	Frequency	Percent (%)
Both parents	181	64.6
Mother only	60	21.4
Aunts/Uncles	15	5.4
Father only	17	6.1
Grandparents	4	1.4
Specify	3	1.1
Total	280	100

Table 4.2 indicate that 64.6% of the students noted both parents as their guardian, 21.4% noted mother only, 6.8% cited other relatives and 6.1% noted father only. This implied that the majority of the students had both parents as guardians. The affairs of the children are supposed to be actively managed by the guardians.

#### 4.5 Parental Involvement in Education

The dependent variable in this study as parental involvement in education. Table 4.3 indicates the respondents' opinion on the statements regarding parental involvement in education. The scale used was as follows: Disagree (1), Neutral (2), and Agree (3).

**Table 4.3**

*Descriptive Statistic on Parent Involvement*

<b>Statements on Parental involvement</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>
My parents regularly attend parent-teacher meetings and activities	53(18.9%)	44(15.7%)	183(65.4%)
Both my parents pay for my education without failure/delay	77 (27.5%)	45(16.1%)	158(56.4%)
Both my parents regularly engage me in one-on-one communication about my academics	57(20.4%)	38(13.6%)	185(66.1%)
Both my parents help me study while at home	76(27.1%)	50(17.9%)	154(55%)
There is a conducive environment for me to study at home.	65(23.2%)	59(21.1%)	156(55.7%)
My parents have hired a personal tutor to help me with learning over the weekends at home	156(55.7%)	67(23.9%)	57(20.4%)
My parents are aware of my school life and are in close contact with the school management	38(13.6%)	47(16.8%)	195(69.6%)

Table 4.3 indicate that most of those who participated agreed with the statement that parents regularly attend parent-teacher meetings and activities (183, 65.4%), both parents pay for their education without failure/delay (158, 56.4%), both parents regularly engage them in one-on-

one communication about their academics (185, 66.1%), both parents help them study while at home (154, 55%), there was a conducive environment for them to study at home (156, 55.7%), and parents were aware of their school life and were in close contact with the school management (195, 69.6%). Most students acknowledged their parents' or guardians' involvement in their schooling, according to the findings. According to Lara and Sarakosti (2019) children with less parental participation have lower school performance. Further, Darko-Asumadou and Sika-Bright (2021) observed that parental involvement, work, and family size all have a statistically significant impact on student academic attainment.

However, the respondents (156, 55.7%) disagreed with the claim that their parents have employed a private tutor to assist them in studying at home on the weekends. This implied that most parents or guardians do not consider hiring a personal tutor for their children as necessary. It might also be attributable to supplemental costs that most parents find prohibitive. The majority of parents, according to Victor (2019), did not participate in their kids' extracurricular activities and only rarely helped them with their schoolwork, showing that they are not fully invested in their kids' education.

### ***Thematic analysis on parental involvement in education based on PTA' representatives'***

#### ***Interview guide***

The PTA representatives were asked to explain how parents should be involved in their children's education. The participants noted that parents should participate in school activities. Parents should be in communication with teachers. Parents support and guide children to manage homework and other school commitments. Parents should engage in discussions about values and attitudes regarding education. However, the respondents acknowledged that above was not the case with most parents in Moyale Sub-County.



Most of the parents in the region are not involved in the education of their children. The respondents attributed the poor involvement of parents to factors such as lack of education, poverty and occupation. Most of the parents from the region lack proper education and therefore are not motivated to support their children. Most of the households are also poor and resources available are not adequate to support children in education. Further, most of the parents are herders moving from location to another in such of pasture for their livestock and therefore have no time to spend with children.

***Thematic analysis on parental involvement in education based on Principals' Interview guide***

The school officials were questioned on the level of parent participation in children's education in Moyale Sub-County. The principals saw that parents were only minimally interested in their children's education. The majority of parents were also said to be ignorant of what was happening in schools. Further, the principals expressed concern that parents had left the responsibility of students' education affairs to teachers. This suggested most parents in Moyale Sub-County were not concerned about the education of their children.

**4.6 Parental Occupation and Parental Involvement**

Descriptive statistics on parental occupation are presented in Table 4.4. The scale used was as follows: Disagree (1), Neutral (2), and Agree (3).

**Table 4.4***Descriptive Statistics on Parental Occupation*

<b>Statements on Occupation</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>
My father is the only one with employment	175(62.5%)	25(8.9%)	80(28.6%)
My mother is the only one with employment	210(75%)	34(12.1%)	36(12.9%)
My parents have no employment	98(35%)	48(17.1%)	134(47.9%)
My parents have permanent employment	213(76.1%)	21(7.5%)	46(16.4%)
My parents are casual labourers	147(52.5%)	52(18.6%)	81(28.9%)
My parents are business person	155(55.4%)	36(12.9%)	89(31.8%)
My parents' employment allows them time to be involved in my education	112(40%)	50(17.9%)	118(42.1%)

Table 4.4 indicates that most of the participants disagreed with the assertion that their father was the only one with employment (175, 62.5%), their mother was the only one with employment (210, 75%), their parents have permanent employment (213, 76.1%), their parents were casual laborers (147, 52.5%), and their parents were a business person (155, 55.4%). This implied that in most households, both parents had an occupation. The findings also suggested that most parents did not have permanent employment.

In addition, the results show that 118 (42.1%) of the respondents and 134 (47.9%) of the respondents both agreed that their parents' jobs give them time to be involved in their children's education. It appears that the majority of parents work full-time and thus lack the time necessary to be involved in their children's education. Therefore, occupation could be a hindrance to parental involvement in education. The findings agreed with Ngare, Maronga, Tikoko, and Sigei (2016) argument that the majority of parents engage in low-paying physical labor, resulting in low income and education for their children.

### *Thematic analysis on parental occupation and involvement based on PTA' representatives'*

#### *Interview guide*

The respondents were asked to explain how parental occupation influence their involvement in children's education. The respondents noted that majority of the households in Marsabit County rely on pastoralism. Most of the families move from one place to another in search of pasture of their livestock. As such, parents have no time to be involved in education of their children. Therefore, the occupation negatively influences parents' involvement in children's education.

### *Thematic analysis on parental occupation and involvement based on Principals' Interview guide*

The school principals were asked to give their view on how parental occupation influences involved in the education of the students in Moyale Sub-County. They noted that parental occupation determines how a parent provides for the educational need of the child. The economic activities of the parents greatly influence child education. Some students leave school to join their parents in doing business. Since most parents are nomads, most of them have no link at all with the students who are left on their own. Parents' informal employment follow up their child's progress in schools better. Parents' occupation is very engaging in such a way that there is little parental involvement.

#### **4.7 Parental Education and Parental Involvement**

Descriptive statistics on the parent education level are presented in Table 4.5. The participants were asked to rate the statements on parental education. The scale used was as follows: Disagree (1), Neutral (2), and Agree (3).

**Table 4.5***Descriptive Statistics on Parental Level of Education*

<b>Statements on education</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>
My father has no formal education but supports me in my education	67(23.9%)	29(10.4%)	184(65.7%)
My mother has no formal education but supports me in my education	64(22.9%)	20(7.1%)	196(70%)
My father has only secondary education	221(78.9%)	36(12.9%)	23(8.2%)
My mother has only secondary education	227(81.1%)	32(11.4%)	21(7.5%)
My mother has a bachelor's degree/Diploma	237(84.6%)	21(7.5%)	22(7.9%)
My mother has a bachelor's degree/Diploma	230(82.1%)	32(11.4%)	18(6.4%)
My father has a master' degree and inspires me to scale the same heights as my father	232(82.9%)	26(9.3%)	22(7.9%)
My mother has a master' degree and inspires me to scale the same heights as my mother	238(85%)	24(8.6%)	18(6.4%)
My mother has a PhD and inspires me to scale the same heights as my mother	234(83.6%)	29(10.4%)	17(6.1%)
My mother has a PhD and inspires me to scale the same heights as my father	231(82.5%)	31(11.1%)	18(6.4%)

Table 4.5 indicates that majority of those who participated reported that their father had no formal education but supports their education (184, 65.7%), and their mother had no formal education but supports their education (196, 70%). This implied that most of the parents had no formal education. This was confirmed by a majority of the respondents who disagreed that their parents had secondary education, bachelor's degree/Diploma, master's degree, and doctorate. According to the research, the majority of the parents in Moyale Sub-County are not formally educated. Parents who have received formal education are expected to support and participate more in their children's academic endeavors. According to Muriithi (2015), parental education has a significant impact on the academic success of their children. Ouma (2018) argues that parents' educational attainment affects their children's school enrollment.

*Thematic analysis on parental level of education and involvement based on PTA' representatives' Interview guide*

The respondents were asked to explain how the level of parent education influence their involvement in children's education. The respondents stated that majority of the parents in Marsabit County lack formal education. Most of them never attended school and some dropped out of school at early stages, where girls got married off and boys became herders. Therefore, there is minimal involvement of the parents in education of their children.

*Thematic analysis on parental level of education and involvement based on Principals' Interview guide*

The school principals were asked to give their view on how parental level of education influences involved of the education of the students in Moyale Sub-County. They discovered that a child's access to a high-quality education is determined by their educational background. Most parents are not educated hence less interested in education. Most parents are illiterate thus involvement in education is poor. Parents with high education are more involved.

**4.8 Parental Income and Parental Involvement**

Descriptive statistics on parental income are indicated in Table 4.6. The participants were asked to rate the statements on parental income. The scale used was as follows: Disagree (1), Neutral (2), and Agree (3).

**Table 4.6***Descriptive Statistics on Parental Income*

<b>Statements on Parental Income</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>
My father is the only breadwinner in our family	123(43.9%)	53(18.9%)	104(37.1%)
My mother is the only breadwinner in our family	172(61.4%)	46(16.4%)	62(22.1%)
My parents' income is enough to pay for my education without struggle or delays	176(62.9%)	46(16.4%)	58(20.7%)
My parents' income allows for them to pay for my siblings' education without delay	164(58.6%)	41(14.6%)	75(26.8%)
My parents are not able to pay for my education and sometimes we rely on donors and bursaries	76(27.1%)	32(11.4%)	172(61.4%)
My parents are business persons and thus makes it easier for them to cater for my education	184(65.7%)	36(12.9%)	60(21.4%)
My family uses farming activities to cater to my educational needs	167(59.6%)	32(11.4%)	81(28.9%)

The majority of participants, as shown in Table 4.6, concurred with the assertion that they occasionally depend on donations and bursaries since their parents are unable to pay for their education (172, 61.4 percent). This implied that most parents in Moyale Sub-County lack adequate income to support their children's education. Drajeaa and O'Sullivan (2014) observed a link between a parent's income and their involvement in education.

Further, the respondents disagreed with the statement that their parents' income was enough to pay for their education without struggle or delays (176, 62.9%), their parents were business persons and thus making it easier for them to cater for their education (184, 65.7%), and their family used farming activities to cater for their education needs (167, 59.6%). The results imply that the income of most parents in Moyale Sub-County is not enough to sustain children's education.

*Thematic analysis on parental income and involvement based on PTA' representatives'*

*Interview guide*

The respondents were asked to explain how parental income influences their involvement in children's education. The respondents noted that majority of the households in Marsabit County generate their income through livestock keeping. This means that the people's income sources are limited. Involvement in education requires financial resources and therefore most of the parents in the region are not able to adequately support their children.

*Thematic analysis on parental income and involvement based on Principals' Interview guide*

The principals were requested to give their view on how parental income influences involved of the education of the students in Moyale Sub-County. The principals noted that parental income was key in the provision of the need of the child and the choice of school for the child. Most of the parents are peasants and have not contributed a lot to the education of the children. Further, they noted that most parents have low income and therefore, are not able to sustain the child's education.

**4.9 Parental Gender and Parental Involvement**

Descriptive statistics on parental gender are presented in Table 4.7. The scale used was as follows: Disagree (1), Neutral (2), and Agree (3).

**Table 4.7***Descriptive Statistics on Parental Gender*

<b>Statements on Gender</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>
My father supports my education more than my mother	139(49.6%)	81(28.9%)	60(21.4%)
I am inclined to share my academic success/failures with my father more than my mother	125(44.6%)	86(30.7%)	69(24.6%)
My father attends most school meetings more than my mother	148(52.9%)	57(20.4%)	75(26.8%)
My father is more willing to be associated with my academic success than my mother	134(47.9%)	83(29.6%)	63(22.5%)
My father expects a lot of academic milestones from me more than my mother	133(47.5%)	86(30.7%)	61(21.8%)
My father is more supportive of my academics than my mother	139(49.6%)	81(28.9%)	60(21.4%)

Table 4.7 reveals that the participants disagreed with the assertion that their father supports their education more than the mother (139, 49.6%), they are inclined to share their academic success/failures with the father more than the mother (125, 44.6%), their father attends most of school meetings more than the mother (148, 52.9%), their father was willing to be associated with their academic success than the mother (134, 47.9%), their father expected a lot of academic milestones from them more than the mother (133, 47.5%), and their father was more supportive in their academics more than the mother (139, 49.6%). Based on the results, the respondents refuted the assertion that fathers were more concerned about their education than mothers. This implied that the gender of the parents may not be critical in explaining parental involvement in education. The findings disagreed with Fleischmann and de Haas (2016) argument that mothers were much more involved than fathers.



### *Thematic analysis on parental gender and involvement based on PTA' representatives'*

#### *Interview guide*

The respondents were asked to explain how parental gender influences their involvement in children's education. The respondents indicated that in most cases, mothers are more involved in children's education compared to fathers. This can be attributed to the fact that most fathers are involved in livestock herding and other activities and therefore are not present to support in education.

### *Thematic analysis on parental gender and involvement based on Principals' Interview guide*

The school principals were asked to give their view on how parental gender influences involved in the education of the students in Moyale Sub-County. Some of the participants observed that mostly the mothers are more concerned and supportive of the child's education than fathers. Another group of participants noted that the gender of the parents had minimal impact on parental involvement. Further, a section of the participants indicated that some of the students were victims of gender violence that their mothers go through back at home, which affects their performance in school.

## **4.10 Diagnostic Tests Results**

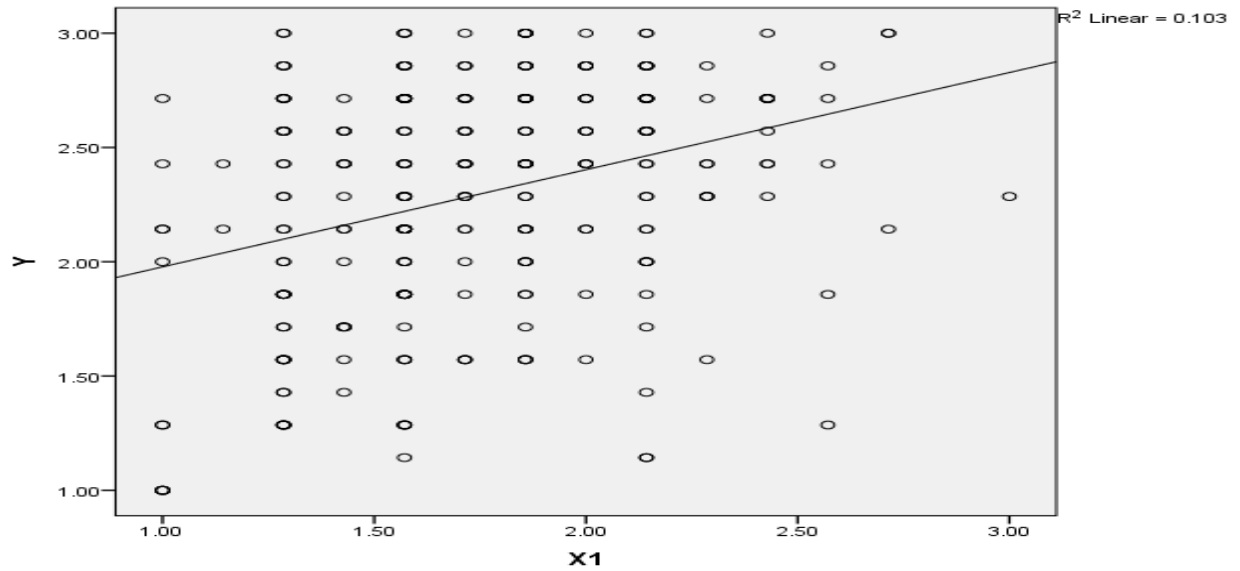
To avoid getting false findings from Ordinary Least Squares (OLS) regression, diagnostic tests were run to ensure that the data conformed to the underlying assumptions. These included linearity of the model, normality of residuals, multicollinearity test, and heteroscedasticity.

### **4.10.1 Linearity test**

Linearity was tested using scatterplots. The results are shown in Figures 4.4, 4.5, 4.6, and 4.7.

**Figure 4.4**

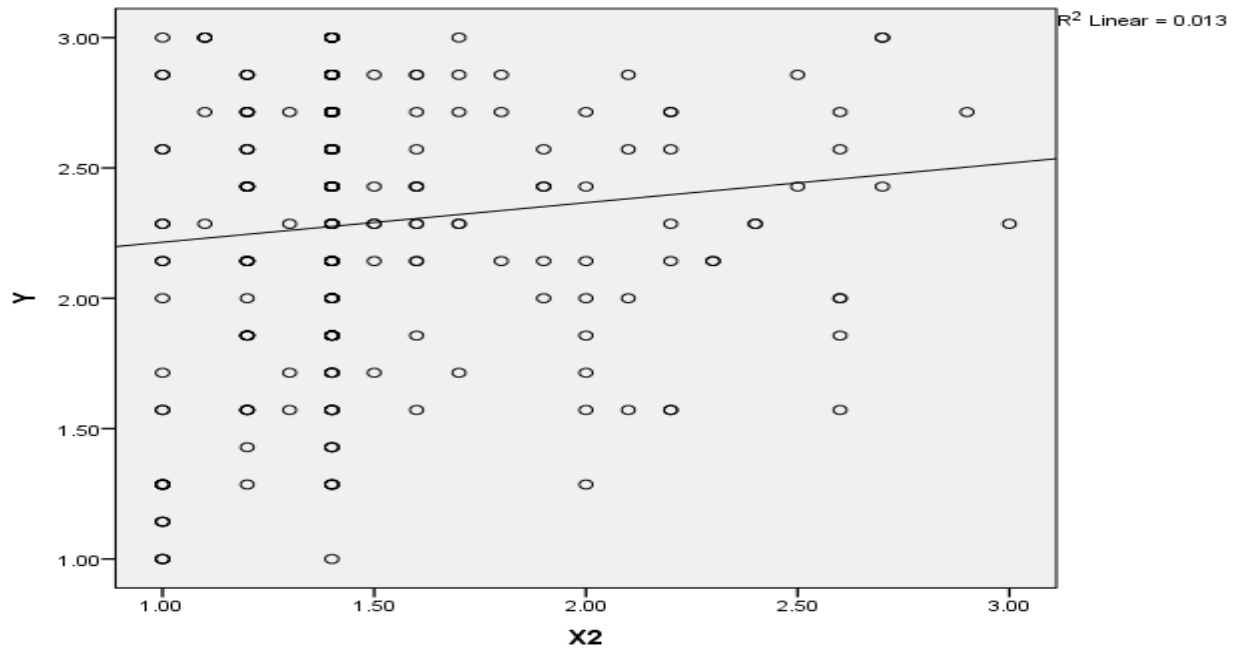
*Linearity between parental occupation and parental involvement in education*



According to Figure 4.4's findings, parental occupation and parental involvement in education are linearly related. The upward-sloping straight line demonstrates a possible positive linear trend between the two variables.

**Figure 4.5**

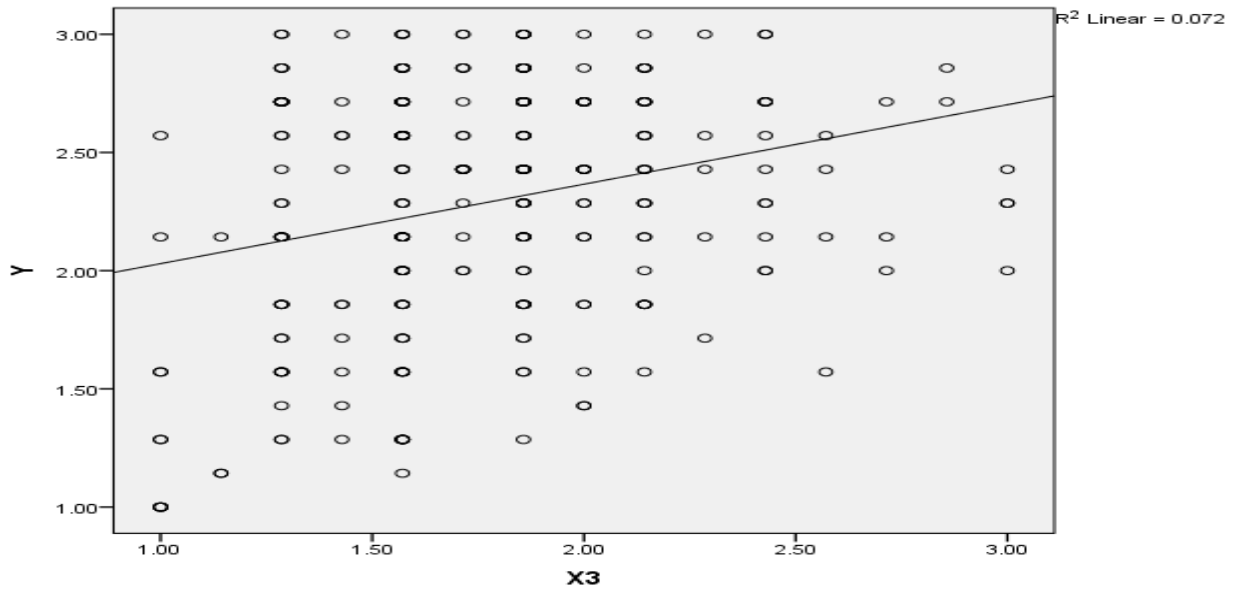
*Linearity between parental education and parental involvement in education*



According to the results in Figure 4.5, parental involvement in children's education and parental education have a direct correlation. The upward-sloping straight line demonstrates a possible positive linear trend between the two variables.

**Figure 4.6**

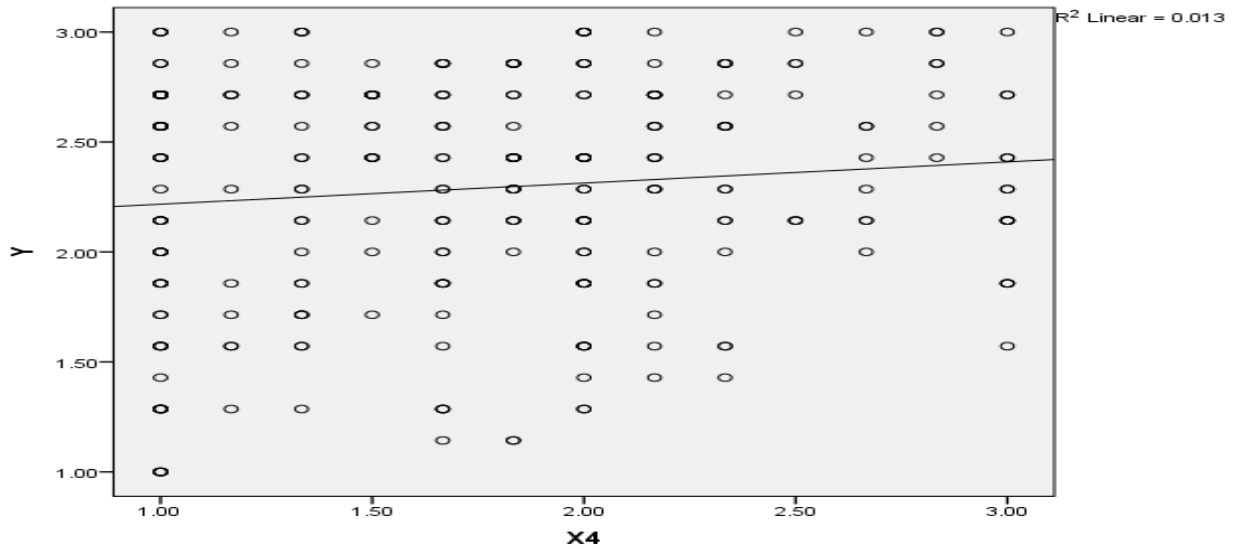
*Linearity between parental income and parent participation in education*



The results in Figure 4.6 show a linear association between parental income and involvement in a child's education. The upward-sloping straight line demonstrates a possible positive linear trend between the two variables.

**Figure 4.7**

*Linearity between parental gender and parental involvement in education*



The results in Figure 4.7 show a linear link between parental gender and involvement in a child's education. The upward-sloping straight line demonstrates a possible positive linear trend between the two variables.

#### **4.10.2 Normality Test**

The Shapiro-Wilk test was run to make sure the data in this inquiry were normal (Elliott & Woodward, 2007). The normal distribution of the residuals was the null hypothesis. The data was frequently stretched out if  $p > 0.05$ .

**Table 4.8***Normality check using Shapiro-Wilk*

Variables	Statistic	df	Sig.
Y	0.936	280	0.077
X1	0.966	280	0.118
X2	0.774	280	0.059
X3	0.956	280	0.130
X4	0.925	280	0.095

a Lilliefors Significance Correction

According to Table 4.8, the null hypothesis is accepted because all the variables had significant (Sig) values larger than 0.05. Therefore, the data were normally distributed.

#### 4.10.3 Multicollinearity Test

A high level of correlation between variables causes multicollinearity problems and therefore independent variables should not be strongly correlated with each other. A tolerance value greater than 0.1 and a VIF lower than 10 were used to test for multicollinearity between independent variables (Miles, 2014).

**Table 4.9***Multicollinearity Test using VIF*

Variable	Tolerance	VIF
X1	0.832	1.202
X2	0.827	1.21
X3	0.76	1.315
X4	0.87	1.149

The results of Table 4.9 show that there was no multicollinearity among the independent variables, with VIF values less than 10 and tolerance levels more than 0.1. This confirmed that the independent variables were not highly correlated to a point of causing redundancy.

#### 4.10.4 Heteroscedasticity Test

Levene test for equality of error variances was used to conduct a homoscedasticity test. The idea that error variance is homoscedastic was the null hypothesis. The null hypothesis is accepted when the p-value exceeds 0.05.

**Table 4.10**

*Levene Test of Equality of Error Variances*

Dependent Variable: Y			
F	df1	df2	Sig.
1.320	167	112	.057

Tests the null hypothesis that the error variance of the dependent variable is equal across groups. a. Design: Intercept +X1+X2+X3+X4

Table 4.10 demonstrates that the Ho of the error term's constant variance is accepted because the p-value is higher than 0.05. Therefore, the variance of the residuals was homoscedastic. In other words, there was no problem with heteroscedasticity.

#### 4.11 Correlation Analysis

The association between the research constructs is captured in Table 4.11.

**Table 4.11***Correlation; parent characteristics and parental involvement*

	Y	X1	X2	X3	X4
Y	1				
X1	.321** .000	1			
X2	0.114 0.056	.263**	1		
X3	.268** .000	.376**	.357**	1	
X4	0.113 0.058	.218**	.276**	.298**	1
N	280	280	280	280	280

Table 4.11 demonstrates that parental occupation, X1, showed a substantial moderate and positive connection with parental engagement in schooling ( $r = .321^{**}$ ,  $P = .000 < .05$ ) (Y). This implied that parental involvement in education was substantially correlated with an improvement in parental occupation. The findings concurred with those of Walter (2018) who found that parental occupation greatly affected the academic success of students.

In public day secondary schools in Moyale Sub-County, Marsabit County, the null hypothesis ( $H_0$ ) suggested that there was no significant relationship between parental occupation and parental involvement in education. The correlation data show a significant level of p-value of  $0.000 < 0.05$ . Inferring that there was a significant association between parental occupation and parental involvement in education, the null hypothesis was rejected as a result.



The findings also show a substantial moderate and positive association between parental engagement in education and parental income, X3 ( $r = .268^{**}$ ,  $P = .00 < 0.05$ ). (Y). This suggested a direct link between parental involvement in education and rising parental income. The results supported Ouma's (2018) claim that parents' ability to pay was positively influenced by their income.

According to the null hypothesis (Ho3), there was no connection between parental involvement in education and parental income among public day secondary schools in Moyale Sub-County, Marsabit County. The correlation data show a significant level of p-value of  $0.000 < 0.05$ . Inferring that there was a significant association between parental involvement in education and parental income among public day secondary schools in Moyale Sub-County, Marsabit County, the null hypothesis was rejected as a result.

The results further indicate that parental level of education X2 ( $r = .114$ ,  $P = 0.056 > .05$ ) had a positive but insignificant correlation with parental involvement in education (Y). This presumed parental education level had a negligible impact on parental involvement in education. The study's findings corroborated those of Walter (2018), who found that parents' educational attainment has little bearing on their children's academic progress.

*The null hypothesis (Ho2) stated that there was no significant relationship between the parental level of education and parental involvement in education among public day secondary schools in Moyale Sub-County, Marsabit County.* The correlation data show a significant level at a p-value of  $0.056 > 0.05$ . Inferring that there was no significant association between parental participation in education and educational attainment, the null hypothesis was not rejected.

In addition, the results indicate that parental gender X4 ( $r = .113$ ,  $P = 0.058 > .05$ ), had a positive but insignificant correlation with parental involvement in education (Y). This implied parental

gender was insignificantly associated with parental involvement in education. The results supported Pepe and Adimando's (2014) finding that, when it came to limiting the influence of parenting education and school evaluation, there was no statistically significant difference in counterproductive conduct between moms and fathers.

According to the null hypothesis (Ho4), there is no connection between parental engagement in education and gender among public day secondary schools in Moyale Sub-County, Marsabit County. A p-value of  $0.058 > 0.05$  indicates a significant level in the correlation results. The null hypothesis was not disproved, indicating that there was no significant relationship between parental gender and parental involvement in education.

#### 4.12 Multiple Regression Model

A linear regression analysis was conducted to test the extent of prediction of predictor constructs on the outcome construct. Model summary, ANOVA, and regression coefficient results are shown in Tables 4.12, 4.13, and 4.14, respectively.

**Table 4.12**

*Model Summary; Parent characteristics and Parental Involvement*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.359a	0.129	0.116	0.47501

a Predictors: (Constant), X4, X1, X2, X3

The findings in Table 4.12 shows that all the independent construct jointly explain 13% ( $R^2=0.129$ ) of the total changes in the dependent variable. This suggested that parent characteristics (occupation, education, income, and gender) explained 13 percent of changes in parental involvement in education. Due to the non-significant association between education, gender, and parental participation, the explanatory power of the independent variables was

relatively low. Additionally, there was only a modest overall correlation ( $r=0.359$ ) between the predictors and the outcome constructs. Table 4.13 displays the findings from an analysis of variance (ANOVA).

**Table 4.13**

*ANOVA; Parent characteristics and Parental Involvement*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.172	4	2.293	10.162	.000b
	Residual	62.05	275	0.226		
	Total	71.222	279			

Y

C, X4, X1, X2, X3

Table 4.13 shows that parental occupation and income are significant predictors of parental involvement in schooling, with a F statistic of 10.162 and a p-value of  $0.000 < 0.05$ .

Table 4.14 presents results on regression coefficients.

**Table 4.14**

*Coefficients; Parent characteristics and Parental Involvement*

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.331	0.169		7.889	0.000
	X1	0.342	0.082	0.258	4.183	0.000
	X2	-0.025	0.082	-0.019	-0.304	0.761
	X3	0.219	0.081	0.175	2.708	0.007
	X4	0.009	0.051	0.01	0.171	0.865

a Dependent Variable: Y

Since the constant value in the model is significant and all the independent variables have identical (Likert) scales, unstandardized B-coefficients are used. The constant value of 1.331 explains the level of parental involvement in education while holding all the predictors at constant zero.

Thus, the hypothesized model [ $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \epsilon$ ] becomes;

$$Y = 1.331 + 0.342X_1 - 0.025X_2 + 0.219X_3 + 0.009X_4$$

Where:

Y= Parental involvement in education

X<sub>1</sub> = Parental occupation

X<sub>2</sub>= Parental education

X<sub>3</sub>= Parental income

X<sub>4</sub>= Parental gender

The coefficient values in Table 4.14 show that parents' participation in education was significantly and favorably influenced by parental occupation X<sub>1</sub> ( $\beta_1 = 0.342$ ,  $P = .000$ ). This means that a marginal improvement in parental occupation will result in a 0.342 units improvement in parental involvement in education. The results supported those of Goro (2018), who discovered that parents' job had a significant and advantageous effect on their kids' academic performance.

The results also indicate that parental income X<sub>3</sub> ( $\beta_3 = 0.219$ ,  $P = .007$ ) had a favorable and substantial influence on parental involvement in education. This means that a marginal improvement in parental income will result in a 0.219 units improvement in parental participation in education. The findings supported Osei-Owusu et al. (2018) findings that

students' academic performance was significantly and favorably influenced by their parents' financial level.

According to the findings, parental education X2 ( $P = 0.761 > 0.05$ ) had no discernible impact on parental involvement in education. This indicates that parental education in Moyale Sub-County public day secondary schools has little effect on parental involvement in education. The study findings mirrored those of Walter (2018) who established that parental level of schooling has little impact on the academic success of pupils. The findings also supported Bronfenbrenner et al. (2018) conclusion that parents' educational levels had little bearing on their children's school performance. However, Goro (2018) came to the conclusion that parental education has a favorable effect on children's academic development.

The findings also show that parental gender X4 ( $P = 0.865 > 0.05$ ) did not significantly affect parents participation in education. As a result, parental involvement in their children's education at Moyale Sub-County public day secondary schools is unaffected by parental gender. The findings support Pepe and Adimando's (2014) finding that there is no statistically significant difference in counterproductive conduct between moms and fathers when taking into account parental education and academic performance.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATION

#### 5.1 Introduction

The presentation was made in accordance with the study's goals. Further study directions are also recommended. Investigating how parental factors affect parental participation in education was the goal of the study. Based on the goals of the study, an analysis of the empirical literature was conducted. The study was grounded on the ecological systems theory, the theory of planned behavior, and the human capital theory.

This study used a descriptive cross-sectional research approach. The research targeted students, parents and principals from all public high schools in Moyale Sub-County. The students were 1,861 and 10 principals. The study thus targeted a sample of 329 students. The study relied on information gathered through self-administered structured questionnaires, interview guidelines, and both qualitative and quantitative methods. The dependability of the research instruments was assessed using the Cronbach's alpha value, while content validity assisted in ensuring the quality of the data. The research data were analyzed using both inferential and descriptive statistics. To present the data, tables, graphs, charts, and narratives were used.

#### 5.2 Summary of Major Findings

The outcomes revealed that majority of the participants reported that parents regularly attend parent-teacher meetings and activities, parents pay for their education without failure/delay parents regularly engage them in one-on-one communication about their academics, parents help them study while at home, there was a conducive environment for them to study at home, parents were aware of their school life and were in close contact with the school management.

### **5.2.1 Parental Occupation and Parental Involvement**

The purpose of this study is to ascertain how parental work affects parental involvement in education in public high schools in the Moyale District. The descriptive output showed that most of the participants refuted the assertions that their father was the only one with employment, their mother was the only one with employment, their parents had permanent employment, their parents were casual laborers and their parents were a business person.

According to the findings of the correlation study, there is a strong link between parents' devotion to their children's education and their employment. A correlation value of 0.321 and a p-value of 0.000 to 0.05 back this conclusion. The null hypothesis that there is no relationship between parental activity and participation in public secondary schools was rejected based on these results. According to the regression analysis's findings, parental occupation has a positive and substantial impact on parents' involvement in secondary public education in Moyale District. The coefficient of 0.342 and p-values of 0.000 to 0.05 confirm this.

### **5.2.2 Parental Education and Parental Involvement**

The study sought to determine the effect of parental level of education on parental involvement in education among public day secondary schools in Moyale Sub-County, Marsabit County. The descriptive output shows that most of the participants agreed that their father had no formal education but supports their education and their mother had no formal education but supports their education.

According to the findings of the correlation study, there is no statistically significant link between parental dedication to education and educational attainment. A p-value of  $0.056 > 0.05$  suggests this. These findings do not disprove the null hypothesis, according to which there is no connection between parental educational attainment and parental involvement in secondary

public schools in Moyale District. Additionally, the findings of the regression analysis demonstrated that the parents' educational backgrounds had no discernible influence on their involvement in their children's education at Moyale's public high school. This is illustrated by a p-value of  $0.761 > 0.05$ .

### **5.2.3 Parental Income and Parental Involvement**

The purpose of the study was to determine the relationship between parental income and parental involvement in education at public day secondary schools in Moyale Sub-County, Marsabit County. The descriptive output showed that most of the respondents agreed that their parents were not able to pay for their education and sometimes they rely on donors and bursaries. Further, the respondents refuted that their parents' income was enough to pay for their education without struggle or delays, their parents were business persons and thus making it easier for them to cater for their education and their family used farming activities to cater for their education needs.

The results of the correlation study show a significant positive relationship between parental support for education and income. This conclusion is supported by a correlation value of 0.268 and a p-value of 0.000 to 0.05. Based on these findings, the null hypothesis, according to which there is no connection between parental occupation and parental involvement in education at a public secondary school in Moyale District, Marsabit County, was rejected. In addition, the results of the regression analysis show that parental income has a positive and substantial impact on parents' participation in the education of their children at Moyale County Public High School. A coefficient of 0.219 and a p-value of 0.007 to 0.05 justify this.



#### **5.2.4 Parental Education and Parental Involvement**

The study's aim was to determine the impact of parental gender on parental involvement in education in public day secondary schools in Moyale Sub-County, Marsabit County. The descriptive findings revealed that most of the respondents refuted the assertion that the father supports their education more than the mother, they are inclined to share their academic success/failures with the father more than the mother, the father attends most of the school meetings more than the mother, the father was willing to be associated with their academic success than the mother and the father was more supportive in their academics more than the mother.

According to the findings of the correlation research, the association between parental sex and parental dedication to education was statistically negligible. A p-value of  $0.058 > 0.05$  suggests this. In Moyale District, Marsabit County, these findings do not disprove the null hypothesis that there is no association between parental gender and enrolment in public secondary schools. The regression analysis's findings also revealed that the parents' gender had no discernible influence on how much they contributed to their kids' education at the public secondary school in Moyale District. This is illustrated by a p-value of  $0.865 > 0.05$ .

### **5.3 Conclusion**

The conclusions made in this survey are in accordance with each of the research objectives and are based on the study's findings.

#### **5.3.1 Parental Occupation and Parental Involvement**

The study concluded that most parents in Moyale Sub-County did not have permanent employment. Further studies concluded that most parents cannot be actively involved in their children's education because of their work. In addition, this study found that parental

occupation had a substantially positive influence on parental participation in education at public secondary schools in Moyale District. The implication is that parental occupation is expected to enhance the involvement of parents in education.

### **5.3.2 Parental Education and Parental Involvement**

The study concluded that most parents in Moyale Sub-County lacked formal education. However, the parents support the children's education. Further, the study concluded that parental education had no substantial influence on parental involvement in education. The implication is that parental education did not significantly determine parental involvement in education.

### **5.3.3 Parental Income and Parental Involvement**

The majority of parents in Moyale Sub-County do not earn enough money, according to the study's findings, to fund their children's education. The study also found that the level of parental involvement in their children's schooling was positively and significantly influenced by parental wealth. The implication is that parental income is expected to enhance the involvement of parents in education.

### **5.3.4 Parental Gender and Parental Involvement**

The study concluded that fathers were not more concerned about the children's education than the mothers. Additionally, the research found that parental gender did not significantly affect parental involvement in education. The implication is that parental gender did not significantly determine parental involvement in education.

## **5.4 Study Recommendations**

### **5.4.1 Recommendations based on study results**

The results of the study found that parental involvement in education was positively and significantly influenced by the work of the parents. The study suggested that the school administration educate parents about the contribution that their line of work makes to their children's education. It should be possible for parents to juggle working and being involved in their kids' education.

This study found that parenting education had no significant impact on parental involvement in education. This study recommends that school management create awareness and encourage students that the education level of parents does not determine educational progress. As such, students should not allow their parents' lack of formal education to discourage them from working hard. Further, parents should be encouraged to continue supporting their children's education despite their lack of formal education.

The results of the study found that parental income had a positive and significant effect on parental participation in education at public high schools in Moyale District. According to the report, parents should become more involved in their children's education. Parents should use part of their income to provide their children with a proper education.

According to the study's findings, parental income had a favorable and significant impact on parents' participation in education in Moyale District public high schools. More parental involvement in their children's education is advised by the study. Parents ought to allocate a portion of their income into giving their kids a quality education.

This study found that parental gender had no significant effect on parental participation in education at public secondary schools in Moyale District. According to the report, school

administrators should urge both parents to support and participate equally in their children's education. The support of both parents is important in enhancing performance of the children.

#### **5.4.2 Areas for Further Research**

This research assessed the role of parent characteristics on parental involvement in education in Moyale Sub-County public day secondary schools. The focus was on four components (occupation, education, income, and gender) which explained only 13 percent of changes in involvement of parents. A similar study should be conducted but focusing on additional parent characteristics such as family status (divorced/together), and cases of violence or abuse. The study, which concentrated on public day secondary schools, was carried out in Marsabit County. Similar studies should be duplicated in other Counties and possibly focus on different types of schools.

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## **APPENDICES**

### **Appendix I: Letter of Introduction**

Dear (Respondent)

**RE: DATA COLLECTION INSTRUMENT**

I am a student from Kenya Methodist University undertaking a Master's Degree in Education Leadership and Management. I am currently carrying out research and am kindly requesting you to provide me with information concerning the research work. The information you will provide is for academic purposes only and shall be treated with the utmost confidentiality.

Thank you.

Yours faithfully,

**MADINA DUBA GUYO**

**Appendix II: Questionnaire for the Students**

This questionnaire is meant to gather information on the topic: *“Parental involvement in education: Public day secondary schools in Moyale Sub-County, Marsabit County, Kenya”*

Kindly answer the questions accurately. Utmost confidentiality of the information given is assured.

**Part A: Respondent's Information**

**1. Age of the respondent**

Less than 12 years     12 to 15 years                  15 to 18 years                
Above 18 years       

**2. Gender**

Male                                          Female       

**3. Which form are you in?**

Form 1            Form 2                  Form 3            Form 4             

**4. Who is your guardian?**

Both parents            Father only          
Mother only            Grandparents      
Aunts/Uncles            Others specify.....

**Part B: Parental involvement in education**

5. Indicate your level of agreement with the following statements relating to parental involvement in your secondary school education. Tick your answer in the box provided.

**Note: 1= Disagree 2= Neutral, 3=Agree**

<b>Parental involvement in education</b>	<b>1</b>	<b>2</b>	<b>3</b>
My parents regularly attend parent-teacher meetings and activities			
Both my parents pay for my education without failure/delay			
Both my parents regularly engage me in one-on-one communication about my academics			
Both my parents help me study while at home			
There is a conducive environment for me to study at home.			
My parents have hired a personal tutor to help me with learning over the weekends at home			
My parents are aware of my school life and are in close contact with the school management			

### **Part C: Parental Occupation**

6. Indicate your level of agreement with the following statements relating to your parent's occupation. Tick your answer in the box provided. **Note: 1= Disagree 2= Neutral, 3=Agree**

<b>Parental occupation</b>	<b>1</b>	<b>2</b>	<b>3</b>
My father is the only one with employment			
My mother is the only one with employment			
My parents have no employment			
My parents have permanent employment			
My parents are casual laborers			
My parents are a business person			
My parents' employment allows them time to be involved in my education			

### **Part D: Parental level of Education**

7. Indicate your level of agreement with the following statements relating to your parent's level of education. Tick your answer in the box provided. **Note: 1= Disagree 2= Neutral, 3=Agree**

<b>Parental level of education</b>	<b>1</b>	<b>2</b>	<b>3</b>
My father has no formal education but supports me in my education			
My mother has no formal education but supports me in my education			
My father has only secondary education			
My mother has only secondary education			
My mother has a bachelor's degree/Diploma			
My mother has a bachelor's degree/Diploma			
My father has a master' degree and inspires me to scale the same heights as my father			
My mother has a master' degree and inspires me to scale the same heights as my mother			
My mother has a PhD and inspires me to scale the same heights as my mother			
My mother has a PhD and inspires me to scale the same heights as my father			

**Part E: Parental Income**

8. Indicate your level of agreement with the following statements relating to your parent's income. Tick your answer in the box provided. **Note: 1= Disagree 2= Neutral, 3=Agree**

<b>Parental income</b>	<b>1</b>	<b>2</b>	<b>3</b>
My father is the only breadwinner in our family			
My mother is the only breadwinner in our family			
My parents' income is enough to pay for my education without struggle or delays			
My parents' income allows for them to pay for my siblings' education without delay			
My parents are not able to pay for my education and sometimes we rely on donors and bursaries			
My parents are business persons and thus makes it easier for them to cater for my education			
My family uses farming activities to cater to my educational needs			

**Part F: Parental Gender**

9. Indicate your level of agreement with the following statements relating to cognitive skills training and the delivery of services at the medical laboratories in Nairobi County. Tick your answer in the box provided. **Note: 1= Disagree 2= Neutral, 3=Agree**

<b>Parental gender</b>	<b>1</b>	<b>2</b>	<b>3</b>
My father supports my education more than my mother			
I am inclined to share my academic success/failures with my father more than my other			
My father attends most school meetings more than my mother			
My father is more willing to be associated with my academic success than my mother			
My father expects a lot of academic milestones from me more than my mother			
My father is more supportive of my academics than my mother			

**Thank you for your cooperation**

**Appendix III: Interview guide for PTA Representatives**

1. Kindly explain how parents should be involved in their children’s education

.....  
.....

2. Kindly explain how level of parent education influence their involvement in children’s education

.....  
.....

3. Kindly explain how parent occupation influence their involvement in children’s education

.....  
.....

4. Kindly explain how parent income on influence their involvement in children’s education

.....  
.....

5. Kindly explain how parent gender influence their involvement in children’s education

.....  
.....

**Appendix IV: Interview guide for School Principals/ or Deputy Principals**

1. In your own opinion, what is the level of parental involvement in the education of the students in Moyale Sub-county?

.....  
.....

2. In your own opinion, how does parental occupation influence parental involvement in the education of the students in Moyale Sub-county?

.....  
.....

3. In your own opinion, how does parental level of education influence parental involvement in the education of the students in Moyale Sub-county?

.....  
.....

4. In your own opinion, how does parental income training influence parental involvement in the education of the students in Moyale Sub County?

.....  
.....

5. In your own opinion, how does parental gender influence parental involvement in the education of the students in Moyale Sub County?

.....  
.....

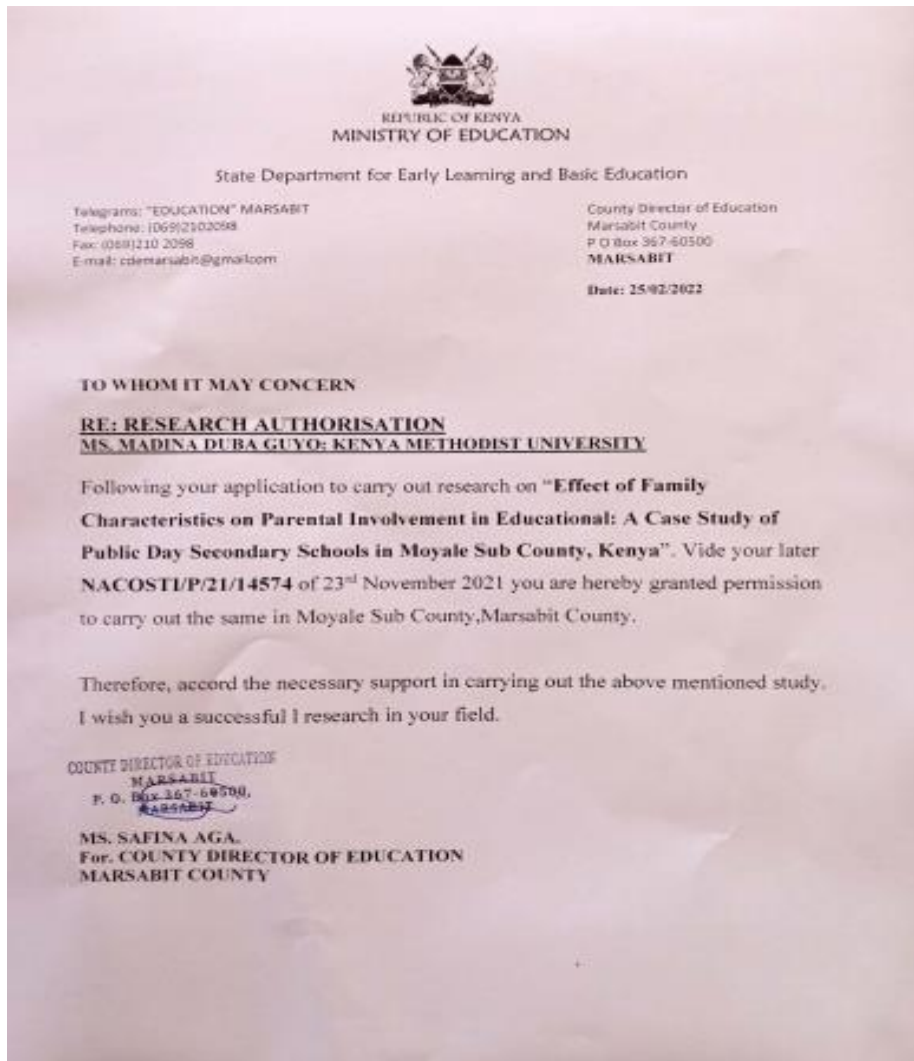
**Thank you for your cooperation**



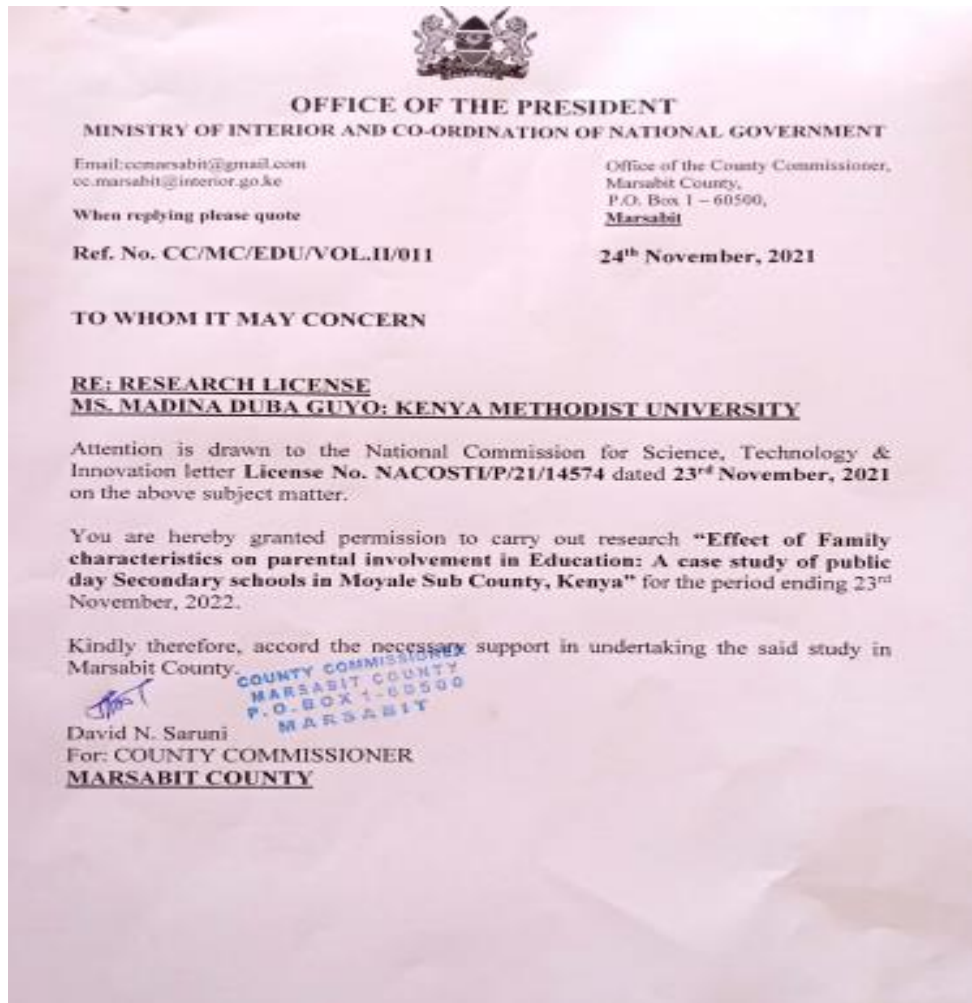
## Appendix V: Authorization letter from Kenya Methodist University





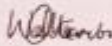

## Appendix VI: Authorization Letter from Ministry of Education



**Appendix VII: Authorization Letter from Ministry of Interior and Co-ordination of National Government**



## Appendix VIII: NACOSTI Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 987810	Date of Issue: 23/November/2021
<b>RESEARCH LICENSE</b>	
	
<p>This is to Certify that Ms. Madina Daba Gayo of Kenya Methodist University, has been licensed to conduct research in Marsabit on the topic: EFFECT OF FAMILY CHARACTERISTICS ON PARENTAL INVOLVEMENT IN EDUCATION: A CASE STUDY OF PUBLIC DAY SECONDARY SCHOOLS IN MIDVALE SUB-COUNTY, MARSABIT COUNTY, KENYA for the period ending : 23/November/2022.</p>	
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