

**INFLUENCE OF PSYCHOLOGICAL ISSUES ON STUDENTS ACADEMIC  
PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN  
MIGORI COUNTY, KENYA**

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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS OF THE DEGREE OF DOCTOR OF PHILOSOPHY  
IN EDUCATIONAL PSYCHOLOGY OF THE DEPARTMENT OF  
EDUCATIONAL PSYCHOLOGY AND SCIENCE,  
RONGO UNIVERSITY**

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## DECLARATION

This PhD thesis is my original work and has not been presented for a degree award in any other University.

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## APPROVAL

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## **DEDICATION**

This work is dedicated to my late mother who inspired and motivated me to love education and believe in hard work for every success in life. Though departed, her words of encouragement are still fresh in my memory. To my Dad thank you for the support I received from you.

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## ABSTRACT

In Kenya examinations are used to assess the level of academic achievements of students. There is worry when students fail in examinations and so the stakeholders would ask themselves the reasons why. One of the areas mostly ignored and is least addressed is psychological issues and the impact on the academic performance of the students. The purpose of this study was to establish influence of psychological issues on students' academic performance. The following objectives guided the study; to establish the influence of psychological issues on the students' academics, contribution of home-based psychosocial issues and impact of school based psychosocial issues on academic performance and the interventional measures that would address the psychological issues in public secondary schools. The research questions and null hypothesis were drawn from the objectives of the study. A theoretical framework based on Bronfenbrenners ecological systems theory was used in the study. The study adopted a concurrent triangulation research design and was carried out in public secondary schools in Migori County. The target population included 187 principals, 26350 form 3 students, and 187 Guidance and Counseling masters. The study adopted stratified sampling techniques to choose schools, simple random sampling to select 30% of the principals and guidance and counseling tutors. A total of 56 principals, and 56 G/C tutors were included. The researcher used form three students who were 379 students. Questionnaires, interviews, document analysis and focus group discussions were used to collect quantitative and qualitative data from the participants. Content validity of the research instruments were ascertained by the experts in the school of education, Rongo University. Reliability of the instrument was determined by test retest procedure and reliability coefficient of +0.7 was reported. 2 principals, 2 HODs and 24 students from four secondary schools were randomly selected for piloting. Qualitative data was drawn from open-ended questions, interviews, focus group discussions were transcribed, coded, analyzed but Quantitative data was analyzed by both descriptive statistics presented in graphs, tables and charts and inferential statistics specifically ANOVA, Pearson Correlation and regression analysis were used to determine the influence/relationships between independent and dependent variables. Each psychological issue was regressed to evaluate collective influence on student performance and a coefficient of 14.9% was observed. ANOVA output showed psychological issues as a significant predictor to students academic performance  $F(3,323) = 18.784, P = .000 < .05; R = .149$  thus variation in the level of psychological issues explains 15% of the variability in academic performance, home based issues accounted for 24.3% of the variation in the students' academic performance. Lastly regression analysis showed school based psychosocial issues accounts for about 17% of the variability in academic performance. The study findings may help the Ministry of Education and school managements, Kenya Institute of Curriculum Development to focus more on psychosocial issues in the secondary schools in the country. It may also help in further research by enabling other researchers to conduct a similar in other areas to come up with strategies and mechanisms geared towards filling counseling gaps and to strengthen the provision of psychosocial support programs in the learning institutions.

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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Overview**

This chapter presents the research topic which focuses on the influence of psychosocial issues on students' academic performance in the secondary schools within Migori County-Kenya. The chapter highlights the study background, statement of the problem, purpose of the study, study objectives, hypothesis, assumptions of the study, scope of the study, limitations and delimitations of the study, significance of the study, theoretical framework, conceptual framework and finally operational definitions of terms.

### **1.1 Background of the Study**

Human beings undergo a lot of processes in their lives where they need a lot of cognition and interactions with the entire environment. The mind coordinates a number of activities which should be balanced for a healthy psychological, emotional and social development. Psychosocial issues are factors relating to the combination of psychological and social domains that influence mental, health and social aspects of an individual. They include among others; peer pressure, parental support, cultural and socioeconomic status and interpersonal relationships that all help to shape personality and influence to psychological makeup (Webster's New World College Dictionary, 2014). Psychosocial support is the process of meeting a person's emotional, social, mental and spiritual needs and thus are essential elements of positive human development.

In some parts of the world for example in Nepal, mental health receives little attention and out of the 3% of the budget allocation to health only 1% is spent on mental health

approximately. Traditional and religious healing methods are commonly practiced and there is no mental health act and the National Mental Health policy formulated is yet to become fully operational. The statistics cited by Regmi, et al. (2004) illustrate that psychosocial counseling provided and psychiatric services are largely meager and have started to get increasing attention. In the schools, details of the training program have been published elsewhere as asserted by Jordan's (2003) who recommends crisis intervention and task oriented counselling in schools and principles of group counselling that bring about behavioral and structural change which ought to be adopted by the learning institutions.

Globally, ten percent of adolescents who are majorly in secondary schools, meet at least one behavioral challenge and these could be mental disorders that probably begin before the age of 14 years (WHO, 2001). Studies conducted in Canada and USA by Polaha, Dalton and Allen (2011) show that mental health among the secondary school students is a public health issue and that the adolescents form the greatest population. It was also observed that in developing countries such as Nepal and other South-Asian countries, a scenario of mental health and its care system is worse than developed countries. Most of the adolescents' students are neglected and Arumugam, Rajendran and Nagaligam (2013) observed that adolescents are believed to have mental problems but little attention is given to this menace.

Muzammil, Kishore and Semwal (2009) in their study of prevalence of psychosocial problems among adolescents reported that psychosocial issues are prevalent in adolescents where they experience varied biological and emotional developmental changes. It is indeed a time of stress and storm since they experience a lot of changes during growth resulting to conflicts which finally impair their normal psychosocial

development. There is need for emotional support and this is a resource that the immediate environment which is the family should be able to provide regardless of family structure and financial status. The World Health Organization expert committee observed that mental health is influenced by both biological and social factors. The biological factors include some key points in the life cycle of human beings in the view of mental health like prenatal period across to the adolescent stage of development. Out of all these the adolescence stage is most crucial and this transition is often stormy and fraught. The social and environmental factors associated with mental health at this age comprise emotional stress, frustration, broken homes, poverty, industrialization, urbanization, changing family structure, rejection and neglect.

Lack of attention to the mental challenges of students and adolescents during their key phase of socialization may result to their mental health consequences that may be experienced throughout life and potentially reduce their capacity towards societal socio-economic productivity (WHO, 2001). Moreover, it can be concluded that proper psychosocial development of adolescents at the ages of 14 to 16 years in secondary schools could be seen in their sound progressive academic achievement. NICE (2010) observes that the students physical, social, emotional, cognitive and psychological health could be fruitful to the quality of life to an individual should there be detection of psychological dysfunctions in the early adolescence life. South Africa Institute of Race Relations (2008) reported that South African public schools are the most dangerous in the world. Although the majority of the media based schools focus on the extreme cases of violence, crime and other less prominent, problems are still evident within the school system.

Visser (2003) explains that international tendencies indicate that when a nation has undergone drastic socio-economic and political change, there is need for interventional programs to arrest eventualities that would be stumbling blocks in the lives of the younger citizens. In South Africa, changes often echo within a sphere of risk behavior. These social problems in schools cannot be explained in terms of linear progression but only as a manifestation of problems in the society. It can thus be concluded that the social ills of a community not only negatively influence the school systems as a whole but also the role-players individually. It would seem that external forces from the community have far leading and prevailing influences on the performance of learners. Huit (2007) reiterates that any given time the emotional needs of the students in every community should satisfactorily be fulfilled as this will lead to the progression into the self-actualization levels of achievement.

In the systematic review of evidence and treatment approaches on psychosocial and mental health care for children in war fare zones, Friedman and Mikus (2005) reported that in Uganda, schools provide physical and emotional safeties for children and youths affected by conflict are helped to ensure that resolutions are reached. These are essential elements for student cognitive and mental development. In situations in which hatred, discrimination and distrust are prevalent, students can be inhibited in their social and academic development. As to this effect, most of the aged students go on strikes and protest as a form of showing their grievances due to abandonment and failure to proper attachment with the school authorities.

It is important for students to perform in schools as this form the basis of the foundation for their many accomplishments in life such as furthering their education. Huit (2007) continue to reiterate that students who fail to achieve, will stagnate at levels and this

affect their ability to move to the next grade. However, students are not in isolation since their parents also play a pivotal role. Oghuvbu (2007) in a study on family history in Nigeria as a tool for adequate management of pupils and students in schools found out that the home environment and background influenced students academic achievement. Donkor (2010) in Ghana found out that family's structures influenced achievement.

Ogalo, Simatwa and Okwatch (2010) in a study in Nyando and Muhoroni districts on socioeconomic challenges faced by principals in providing quality education found out that parental sickness like HIV and AIDS affected the student's academic achievement. Parents need to work together with the students and therefore children who suffer from neglect experience physical consequences such as impaired growth and injuries. Psychologically, abandoned or neglected children have poor social skills, low academic performance and lack of initiative and therefore parents are then able to explain the obstacles and give reasons why children or students would not perform well in their academic endeavor.

In Kenya, industrial action by workers and demonstrations show insecurity and anxiety that occur amongst the students due to lack of psychosocial support. There are forms of violent behaviors in the Kenyan educational institutions and these have scared teachers, parents and students. Some students have had to die or suffer permanent deformities; some have been defiled and sexually harassed. Some sexual harassment alienates many students from pursuing the lofty goals of the stated curriculum. Even though Hill and Kearl (2011) in their study established that girls are more often than boys harassed sexually, both researchers did not establish factors contributing to that gender differences in the treatments. In addition, they did not address the impact of sexual

harassment on students' academic achievement. A recent report is that of Moi Girls School in Nairobi where two students were raped in the hostel forcing the parents to pick their children from school due to insecurity in the school. The ordeal forced the Cabinet Secretary Education, Amina Mohammed to appoint a nine (9) Member Committee to investigate the cause of the rape of the students or rather the security of the girls in the school. Besides this, a group of counselors streamed into the compound to offer counseling to the traumatized students due to the rape of their colleagues (Daily Nation, Monday 11<sup>th</sup> June, 2018).

Arudo (2006) emphasizes on the effective implementation of peer counseling outreach for secondary schools in a bid to boost the coping skills among the students that would make them adjust and cope with their academics, hence achievement of academic goals in the various learning institutions.

Migori County, where this study was conducted is not an exception to the need of psychosocial support and care to the students. The reports obtained from Office of the County Director of Education, Migori County (2016) showed that there were continuous trends of poor results posted by students in their final examinations (KCSE) Kenya Certificate of Secondary Education. This trend had been observed in a greater percentage of the schools thus both public and private institutions within the county. It was purported to be fear for examination due to the high parental expectations of better grades and set school targets that must be achieved. However, in the previous years, failures were observed too as can be seen in the Table 1.1 which shows the percentage of the students who enrolled for KCSE and could not attain University admission.

**Table 1.1: KCSE Enrolment and Performance from 2010 to 2016**

<b>Year</b>	<b>Percentage of Students with C Plain and below</b>
<b>2010</b>	72.8%
<b>2011</b>	71.00%
<b>2012</b>	71.64%
<b>2013</b>	72.64%
<b>2014</b>	69.2%
<b>2015</b>	67.7%
<b>2016</b>	84.89%
<b>2017</b>	79.23%

**Source: KNEC**

As can be observed from the Table 1.1, greater percentages of the students in Migori County failed to score University grades with the year 2016 posting the highest percentage 84.89% of the students failing to score the entry requirement for admissions at the University. According to Career Guidance and Counseling report (2016), there were reports of students sneaking from schools to their homes during weekends and visiting their friends learning in the senior schools with the aim of getting leakages in exams in the form of revision materials. This kind of anxiety would not make the students to concentrate on their studies with the beliefs that they would cheat in exams consequently leading to their underachievement. To some, it was fear/phobia of meeting their parents' expectation of better grades, not being visited in school creating the feeling of being abandoned. These may have resulted to anxiety; feeling of being abandoned and less cared for attitude. In addition, this report also noted that in some instances parents have decided to take their children to boarding schools and abdicating their responsibilities to the school administration and authorities, all these may affect

the learner negatively. The report further indicated that some of the students are seen to be lonely while in school an indication of isolation. All these incidences brought together anxiety, abandonment, isolation; parental attachment could be issues that may create a situation for psychosocial counseling amongst the students in Migori County secondary schools. This is despite the fact that schools have been offering guidance and counseling programs and services for the last 20 years. The County Educational Guidance Committee Report (2011) did not even include positive strategies that could help control psychological influence on students learning in secondary schools. This study aimed to fill this gap on why students continue to fail despite all the attempts by educational experts to unveil poor academic achievements by examining psychological issues and measures to handle these challenges.

## **1.2 Statement of the Problem**

There is general fact in the cases of increase in failure of students in examinations, violence, school conflicts, addiction, misguided career choices, disciplinary problems, and myriad of issues in the Kenyan Schools. Although this state could be attributed to various causes, guidance and counseling services have been offered in the secondary schools in Migori County for the last twenty (20) years with the main aim of helping the students to cope up to the desired educational goals and standards, but students have continually failed in examinations, tests, hence making the principals and education stakeholders to come up with other strategies. The strategies which have included motivation of teachers to avail themselves for students, open forums, provision of learning and teaching materials (instructional materials), punishments, peer counseling programs and excursions seem not to have produced desired results as students still fail in examinations. Bala and Shaafu (2014) postulate that students experience multiple

psychological issues that might lead to low academic performance if not detected at the early stages of their developments. The researchers asserted that anxiety, fear and phobias could easily lead to a psychological disorientation thus leading to poor academic advancement.

Previous studies by Wambu (2011) confirmed that there is decline in quality of education in schools due to multiple problems and challenges such as strikes, poor syllabus coverage, lack of communication and violent destructions of properties that need to be resolved if the academic standards have to be improved. A task force that was formed and Chaired by Director of Education to investigate on the causes of violence found out that the causes of unrest include, poor communication between the Ministry and school, poor school management, inadequate facilities, overloaded curriculum, lack of co-curriculum activities, drug abuse, poor parenting and political influences. However, this task force did not address the perceived psychosocial component that might be the causes of the students' failure in academic performance.

Scholars and researchers in this County have conducted studies with different approaches to unearth student challenges in the learning institutions especially in academic excellence. Omollo and Simatwa (2019) revealed that some students in certain learning institutions performed well in their final exams due to motivation obtained from the leadership skills of their principals. According to Adhanja, Nyakan and Yambo (2016), family based socio-economic factors were found to have affected students' academic performance in public secondary schools in Rongo Sub County, Migori County, Kenya. There is little empirical evidence that psychosocial issues that affect students' academic progress have been examined in secondary school students in Migori County.

A lot of psychosocial constructs influence students' academic performance in different institutions of learning when most of the administrators seem not to have concern over these issues. Beharu (2018) however observes that the academic performance of students is affected either by social, psychological, economic, environmental and personal factors in which the factors have a powerful influence on academic achievement of students as positive or negative, but they vary from one society to another. Conclusively, the fact that there were minimal research conducted by scholars in the area of psychosocial issues and influence on students' academics especially in this county motivated this study. The researcher therefore tried to bridge the gap by conducting a study to investigate on the influence of psychosocial issues on the academic performance of the students in the public secondary schools within Migori County.

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

The main focus of the study was to establish the influence of psychological issues on the students' academic performance in public secondary schools within Migori County-Kenya.

### **1.4 Objectives of the Study**

The following objectives guided this study:

- i. To establish the influence of psychological issues on the academic performance of secondary school students in Migori county.
- ii. To examine the contribution of home-based psychosocial issues like (parental attachment, socio- economic status) on students' academic performance.
- iii. To find out the influence of school based psychosocial issues on students' academic performance.

- iv. To identify the interventional measures that will address the psychosocial issues in public secondary schools in Migori County.

### **1.5 Research Questions**

This study was aided by research questions which were formulated from the objectives of the study. The questions are outlined below;

- i. What is the influence of psychological issues on student academic performance?
- ii. How do home based psychosocial issues contribute to students' academic performance?
- iii. What is the influence of school environment on students' academic achievement?
- iv. Which are the interventional measures that would be used to address the psychosocial issues in public secondary schools in Migori County?

### **1.6. Hypotheses of the Study**

The researcher used the following null hypotheses to guide the study;

- H<sub>01</sub>:** There exists no statistically significant influence of selected psychological issues on students' academic achievement in the public secondary schools of Migori County.
- H<sub>02</sub>:** There is no statistically significant influence of home-based psychosocial issues on students' academic performance.
- H<sub>03</sub>:** There is no statistically significant influence of school based psychosocial issues on students' academic performance.

### **1.7. Assumptions of the Study**

The research was based on the outlined assumptions below;

- i. That scores that students obtain in KCSE is an indicator of student performance in secondary education.
- ii. All secondary school students experience psychosocial issues in varied ways in public secondary schools in Migori County.
- iii. That all the secondary schools have the same experience and strategies in dealing with the students psychosocial issues and challenges influencing the academic performance.

### **1.8 Scope of the Study**

The study focused on the influence of psychological issues on students' academic performance in the public secondary schools of Migori County. Based on the statistics captured for the last eight years on Table 1.1, greater percentages of the students failed to score C+ (7) and this is the University minimum requirement. Migori was chosen as a site for the study because it had the lowest mean score of 4.53 (D+) compared to the other counties within the Nyanza region. Migori had also the same characteristics as other counties and thus represented other counties in Kenya (Kenya National Bureau of Statistics, 2011, 2012, 2013 & 2017).

### **1.9 Limitations of the Study**

In the study 52 (13.7%) students who were the main respondents in the study did not fully fill in the qualitative sections of the questionnaire. This implied that some information was not captured in the study. However, since the percentage (13.7%) was low, the findings were not significantly affected and therefore the analysis proceeded. The instruments were also originally ambiguous and not focused to the study

environment. Moreover the instruments were adopted but with the piloting that was conducted and the assistance of the experts from Rongo University the instruments became clear, focused and precise.

The study used mixed methods approach whereby the triangulation design was adopted. The design uses both the qualitative and quantitative ways to confirm, cross-validate or corroborate findings within a single study. The limitation of the design is that other variables not necessarily in the study can explain the influence on the dependent variable. This was dealt with by making the theoretical framework robust by including as many items in the independent variables as possible and by so doing reducing the standard error to zero. In the qualitative study the findings are also subjected to other interpretations other than the ones given in the study. This was minimized or controlled by being as objective as possible in the interpretation phase. The resources were scarce in relation to the numerous activities that were undertaken to complete the research. This was overcome by using the resources prudently and economically.

### **1.10 Significance of the Study**

The study is useful to professional counselors and other stake holders by providing ideas to help improve their counseling skills. The study could also assist principals of secondary schools in reformulating policies and regulations in schools concerning counseling services among schools. The study may be of help to teachers, and students to identify more gaps concerning psychosocial problems among themselves. With the current trends of strikes in schools, school drop outs, early pregnancies amongst the female students, The Ministry of Education could also benefit as the findings unveil pertinent issues affecting students and so there is dire need for more manpower to be trained by The Ministry to address the challenges in the learning institutions. It may

also add more information to the already existing database on psychosocial issues of students to enhance efforts in combating the challenge of psychosocial instability of students in Kenya secondary schools.

### **1.11 Theoretical Framework**

The study was entirely guided by Bronfenbrenner Ecological Systems Theory (1979) which unearthed the dependency existing between man and his environment. The proponent was an American who studied Psychology and through his interest in the earlier mentioned discipline, he formulated this theory to explain how the environment influences the inherent qualities of a child and how this influences the growth and development of an organism. The theorist looked at the importance of studying a child in the context of varied environments, which he also termed as the ecological systems. Bronfenbrenners did all these with an aim to understand the whole component of development. As a child grows, he/she typically finds himself/herself fitting in different ecosystems, from expansive system which is society and culture oriented.

There exists a relationship between each system and so the progression from one system to the other will certainly depend on the success of the completion of a task at every level of which a child passes through. In this model by Bronfenbrenners, every unit of the cycle and step unintentionally relates to one. This level of interaction harmonizes the system and these have caused a lot of influence hence contributes to the development achievements of the child as he/ she strives to achieve in life. The theory develops a framework for understanding the interactions among psychosocial issues that influence students' academic performance. It focuses on the phenomenon of human development in which students' achievement is best understood as a developmental

outcome that emerges as a result of interactions among layers within a complex system which are outlined below.

i. **Microsystem**

This is the person himself or his home environment. It comprises of the social and immediate environments where one would most frequently and directly consult with. In most instances, the learning institutions organize for out-of-school activities like sports; academic clubs, service projects and faith based groups which all represent one micro-system. Youths who normally take much of their time in these activities will acquire more adaptive, positive, social, psychological, emotional, physical and physiological outcomes which are comparatively more advanced than their counterparts who do not participate in the above mentioned activities. Activities vary in the level of commitment for its fulfillment and the end results also vary depending on the input injected. It is for this that some activities will yield more positive outcomes than others. Adolescents report more positive developmental experiences in faith based activities than in any other type of activity (Bronfenbrenner, 2006).

ii) **Mesosystem**

According to the theory it is the second level of the ecological systems circle. It is the step that involves procedures that occur between the multiple microsystems in which individuals are related /attached to. Families and schools are the microsystems interacting with youths organized out of school activities. Research on families highlights the importance of coordination across settings. Parents are more likely to support and encourage their children when the goals and norms of the activity align with those of the home setting. The success of most of the programs in a school set up happens due to the Coordination between the personnel in the schools. Many activities are school based and are managed due the fact that the school administrators and

teachers monitor at very close range. Nevertheless, the transmission of ideas, messages and continuous interaction between leaders, parents, teachers and all the stakeholders is very necessary for proper task assignment across different systems.

### iii) **Exosystem**

At the third level, the proponent discussed exosystem which is the outermost level consisting of microsystems in which a person has an influence over but does not wholly or permanently make a decision to be followed. This stage involves the contribution of other people in an organisms' development and further inculcates in an individual value that are prudent for social acceptance in the society. This level is rather limited to in out-of school activities (Bronfenbrenner & Pamela, 2007).

### iv) **Macro system**

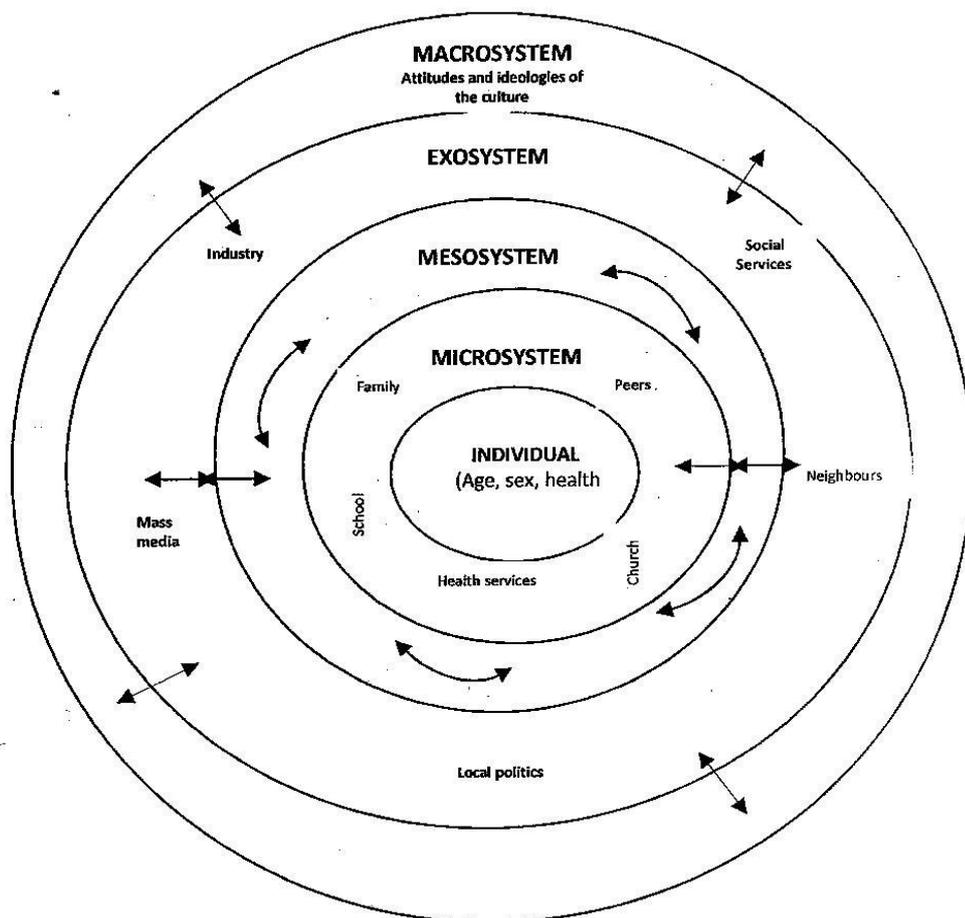
This is the actual culture of an individual. It involves the socio-economic status of the person and /or his family, his ethnicity or race. It is the largest component in the Bronfenbrenner ecological system theory. It consists of the child's cultural pattern and values, a child born in a poor family would always strive to work harder to achieve certain goals in life.

### v) **Chronosystem**

It involves transitions and shifts in one's life span, and may also involve the socio-historical contexts that may influence a person. It adds the useful dimensions of time which demonstrate the influence of both change and constancy in the child's environment. It may include change in family structure, address, parental employment status in addition to immense society changes such as economic cycles and wars. This theory helped the researcher since it provided an opportunity to capture and explain the numerous environmental factors and persons in intertwining relationships, roles, and processes. As such the researcher is able to probe deeper and to have a better

understanding of the psychosocial issues and their deeper influences towards students' academic achievement (Santarock, 2007).

The students spend a larger part of their daily life in the microsystem. They meet and interact face to face with other people such as teachers and peers each with their distinctive characteristics of temperament, personality and belief systems. In summary, the theory guides the study in creating better understanding of the contribution of self, family and school environments which contributes to the psychological and social constructs that could influence academic performance.

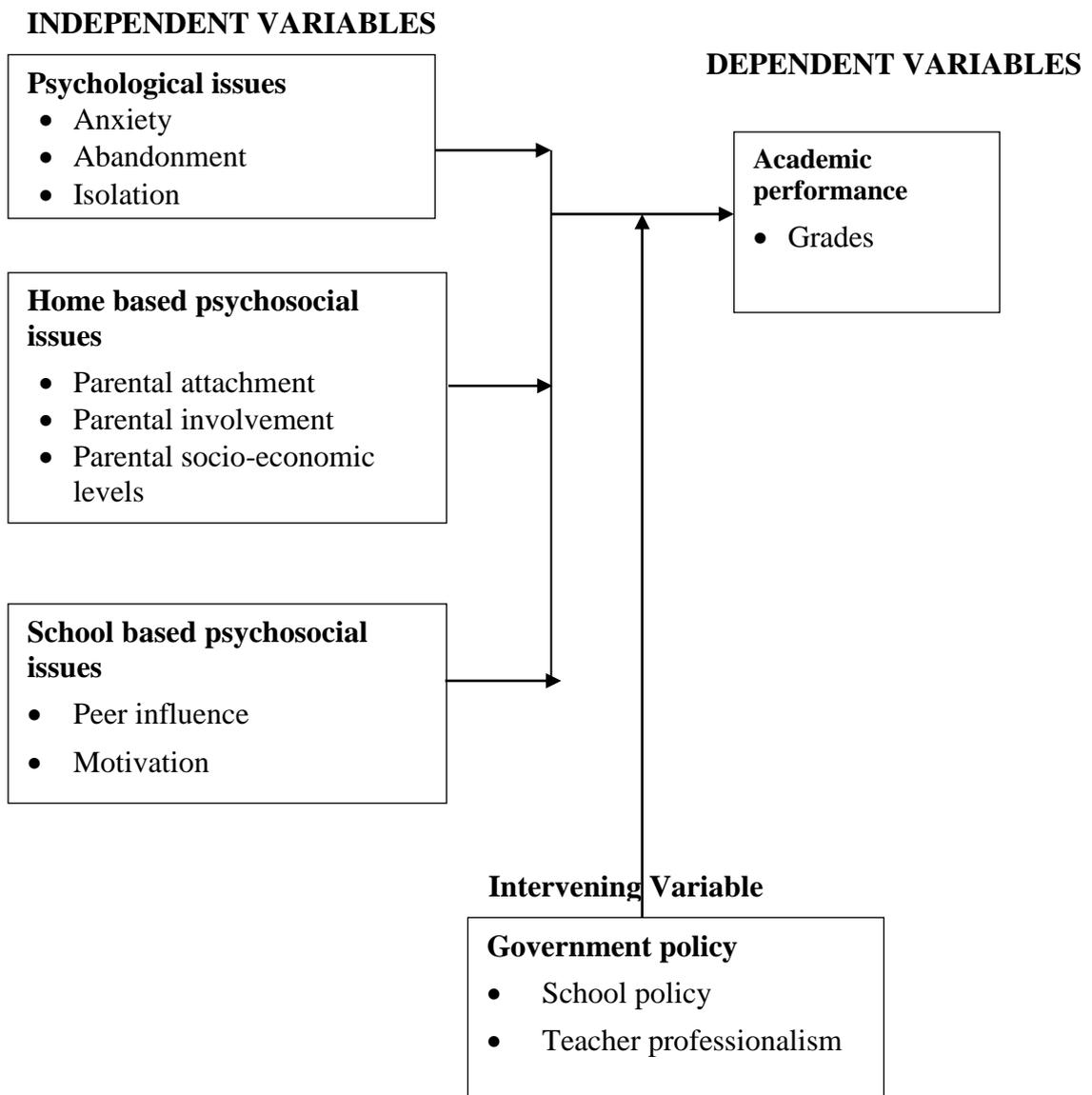


**Figure 1.1: Showing Bronfenbrenner Ecological Systems Theory (1979) of Psychological Issues**

### 1.12 Conceptual Framework

The study employed analytical framework which displayed how the variables under the study interpolated. The framework displayed the relationship between the psychological, home based psychosocial and school based psychosocial issues and how they may predict the academic performance of the students which is measured in grades obtained.

The conceptual framework is presented in Figure 1.2.



**Figure 1.2: A conceptual framework showing relationship among variables (Aurthor, 2019)**

From the conceptual framework above, the psychosocial issues; include anxiety, Isolation, abandonment and attachment needs to be addressed as this is purported to help students adjust during their studies. A student who exhibits the psychosocial issues is likely to perform poorly in his/her educational endeavors. The researcher conceptualized that, with a provision of strategies and mechanisms to address the above mentioned psychosocial issues then the academic performance of the student would be improved. Usually when students suffer from test anxiety or when they begin to wonder on their future academic achievements, they will not perform. The researcher conceptualized that at every given time, the students' performance would be improved when the psychosocial issues are addressed at the opportune time.

The study was guided by a conceptual framework which presented the model identifying the variables under study and their relationships that existed between the dependent, independent and intervening variables in the framework. The independent variables under investigations included, psychological issues which focused on: anxiety, abandonment, and isolation, home based psychosocial issues captured included among others, parental attachment, parental involvement, and parental socio economic levels and school based factors. Academic performance was determined by grades and thus remained the dependent variable in the study. Having looked at the independent and dependent variables, the researcher highlighted the intervening variables which included government policy, school policies and teacher professionalism.

### 1.13 Operational Definition of Terms

The following terms have been defined as used in the study

**Abandonment:** is a subjective emotional state in which people feel undesired, left behind, insecure, or discarded.

**Academic performance:** This is the ability to excel in one's abilities, aptitudes, skills, and experiences in a given test. It is gauged in grades and those who at the end of their fourth year of study sit for a national exam known as KCSE.

**Anxiety:** Anxiety is not just feeling stressed or worried, it is when the feelings do not subside and are ongoing without any particular reason or cause.

**Attachment needs:** The emotional bond that typically forms between infant and caregiver is the means by which the helpless infant gets primary needs met

**Counseling:** This is a healing process or intervention administered by a qualified and trained personnel to the mind of another person for a proper adjustment.

**County:** An administrative region comprising of sub counties and it is ministered by a Governor.

**Influence:** the power of persons or issues which are compelling force on effects on the action, behavior of another person.

**Isolation:** Social isolation is a state of complete or near-complete lack of social, physical, emotional contact between an individual and society and this deprives an individual the opportunity to adjust psychologically, cognitively.

**Motivation:** defined as the process that initiates, guides, and maintains goal-oriented behaviors.

**Parental attachment:** Aspect of the relationship between a child and a parent with its purpose being to make a child safe, secure and protected.

**Parental involvement:** This refers to the relationship between a child and the parents with its purpose being to make a child secure, safe and protected. This input by the parents to their children enable them accomplish school tasks and to resolve conflicts that could hamper the educational achievements thus making them academically underdeveloped.

**Parental socio economic status:** it refers to the state in which a person's income can sustain himself in relation to the provision of all the essential basic needs in a family. The level of acquisition of these needs depends on the societal level of economic empowerment.

**Peer group:** Refers to a group of individuals sharing the same age or social status and have a common goal to be achieved. The level of task achievement is dictated by the groups' vision and mission.

**Peer influence:** It refers to the manipulation and change of a person's attitudes, values and behaviors to conform to those of influencing group or individual.

**Psychosocial:** This is a matter which affects the mind, cognition hence interfering with a person's daily operations in social settings

**Socio economic status:** This refers to the level of economic empowerment of an individual in a given set up or a social setup. It captures the propensity of an individual to provide for the basic human wants.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0. Introduction**

In the chapter is a review of relevant and related literature used to conceptualize the research theme. The reviewed concepts and facts of what scholars, researchers and educational administrators have found out in relation to the research topic have been captured. The chapter underscored documented propositions on psychosocial issues and influence on academic performance of learners in different levels of academic development. The academic growth begins from pre -school, primary, secondary, tertiary institutions and universities in the developed and developing countries. The review was based on students' own growth and development, home environment, school environment and the interventional measures sought for the control and management of psychosocial issues in the educational institutions and the entire communities with the aim of helping the students achieve their educational goals.

#### **2.1 Psychological issues and academic performance**

Steve and Nicola (2018) observe that psychological issues relates to the social and mental cognitive construct of an individual that enables one to go through a life process and aids in the accomplishments of tasks in an adjustable manner. These psychological issues have been neglected and accorded minimal considerations which later impose great danger to the lives of people specifically young generations who still want to explore. The researchers continue to state that some of the psychological issues found in adolescence include anxiety, isolation and neglect but remain salient where the stakeholders are less concerned with the mental health of their children.

### **2.1.1 Anxiety**

Anxiety is a psychological condition that involves physical, cognitive, and behavioral components. According to Bouras and Holt (2007), anxiety means trouble; it is either presence or absence of psychological stress. It is trouble experiencing anxiety as it can make one feel fearful and uncomfortable. However, if there is too much anxiety, it can disorganize a person. A report from the National Institution of Mental Health USA (2008) comprehensively declares that anxiety remains a worldwide menace causing trouble in adolescents and children. The report further indicates that in America, anxiety is a very common illness affecting about 40 million adults. This is comparatively a larger population in a country that is well developed and people work around the clock to maintain their economic and social classes.

Bouras et al. (2007) note that a reasonable degree of motivation in the mind of a person is important to help in the completion of the work being done like in an examination or performing other activities. At the same time, when one is having high level of anxiety the performance surpasses the high demand and the outcome may provide dismal performance hence an individual fail to perform a given duty. The researchers continue to observe that during examinations, when students were aroused, their minds would adjust to a limit necessary for the completion of an assigned task. On the same note, it was noted that when the arousal level went beyond the limits, the students experienced a drop in the level of their academic performance and could not meet or attain the expected outcomes within the required time.

Aboalshamat et al. (2015) emphasize that student's performance in education come as a result of effective learning which includes working hard and teachers' involvement in

teaching in order to fulfill their educational goals. The objective of education is sometimes influenced by anxiety because a student who is a victim fails to work hard.

Similarly, Carter et al. (2008) explain that anxiety is manifested in students with various behaviors. Therefore, anxiety is a very important issue in mental upbringing and mental disorders which make learners express themselves in worries and fear. A study in on the undergraduate students from the United States showed that those students with higher self-reported anxiety and depression symptoms were found to achieve poorer grades in examinations (Chapell et al, 2005). Anxiety may also result in school drop- out since the learners are not steady in their minds, moods, feelings and emotions. The symptoms of anxiety emanate in the early stages of development especially in childhood and adolescence. The scholars continue to state that an inverse relationship between test anxiety and academic performance exists in most of educational institutions. Syokwa, Aloka and Ndunge (2014) reported that high test anxiety decreases students' academic achievement in Kenya. The onset of the anxiety symptoms could negatively impact on the general well-being, social life, academic performance and development of social skills if the intervention measures are not put in place immediately.

Bouras et al. (2007) continue to observe that the main reason for research on test anxiety is due to its relationship with performance indicators for instance; a negative correlation with intelligence quotient, aptitude and academic achievement exists when the level of test anxiety rises. Anxiety may at times hamper school and schooling achievements especially when the level is extreme and is non-controllable. However, within a given limit or equilibrium point, anxiety does not interfere with school functioning. To be anxious does not automatically predict poor results in academic

achievements but could be a form of motivation towards the achievement of set educational standards.

According to Marcus et al. (2012), when a moderate level of anxiety is maintained during students' academic growth and development then there would be minimal or none effects on the students' academic growth however, caution must be taken so as to avoid its effects becoming detrimental to the students' academic level of growth . The researchers therefore treated anxiety as a factor that could lead to a lot of damage and should not be subjected to the students if intervention measures are not well prepared to help in times of crisis.

Hamid and Sulaiman (2014) in their study on anxiety observed that students feel threatened especially during times exams are administered when they were not prepared to be examined. Unprepared students would normally show signs of academic decline amid the attempts to achieve the intended goals. Similarly, Afolayan et al. (2013) study focused on the relationship between anxiety and academic performance of students in the faculty of Nursing, Niger Delta University and Wilberforce Island, Bayelsa State and the findings showed that the expression of anxiety recognized at the time of test administration is a true reflection of psychological and behavioral changes which portray a form of mild abnormality. A longitudinal study of Hawaiiin Secondary school students showed that self reported depressive symptoms resulted in subsequent poor academic achievement (Kessler, 2012). This is consistent with the findings of Humensky (2010) who found out that self reported depressive symptoms and anxiety were associated with concentration difficulties and trouble with completing school tasks. Psychologically, the disintegration of the cognitive construct of an individual consequently leads to uneasiness, disorganization and disorientation in the performance of given activities .The conclusion was that any form of anxiety either causes a change

in the thoughts of a person psychologically and consequently will affect the academic performance of an individual.

In South Africa, Albert and Pattuwage (2017), in their study on anxiety and school performance observed that academic related stress is experienced by secondary and tertiary students. The pressure mounted on them for better achievement is overwhelming. Students commonly self-report experiencing ongoing stress relating to their education and this is referred to as academic-related stress. The study further reiterated that a greater percentage of the students would exhibit a lot of anxiety when subjected to an exam especially before they are psychologically prepared for the same. UNESCO (2019) and OECD (2017) on their survey also reported that 55% of the students feel very anxious about school testing and often worry that taking a test will be difficult and will most likely attain poor grade, 37% reported feeling very tense when studying with girls consistently reporting greater anxiety relating to school work and other related academic programs. Boys on the other side experienced test anxiety but adjusted to cope up to the academic expectations and these were all clear indicators that education and academic performance are a significant source of stress and anxiety to a number of students in the learning institutions.

In a related study Ibukun and Hala (2015) examine the relationship of anxiety and academic performance of international students among postgraduate international students in the University of Bedfordshire. The study findings showed that anxiety in students has a significant correlation with their academic performance. Also in the aspect of difficulties in focusing on their studies, more than 50% disagree showing a significant relationship when compared with gender. The above review was on international students at the level of postgraduate studies with a population of only 105

students and anxiety level correlated with gender. The study population was comparatively smaller comprising only students who have identified their careers to pursue. The current study however comprised of the adolescents in the Kenyan public secondary schools with a population of 379 students which was considered a larger population.

Similarly, Eman et al. (2016) examining the relationship between test anxiety and academic achievement among undergraduate nursing students sought the participants' demographic backgrounds as they filled in the questionnaires. The analysis further showed that 14.4% of the respondents confirmed severe test anxiety and about 50.9% of the respondents also experienced moderate test anxiety. The respondents who experienced mild test anxiety were more than one quarter of the participants. Findings from the analyzed data showed that there was the existence of negative statistical relationship between test anxiety scores of undergraduate nursing students and their academic level ( $r = -0.144$ ,  $p = 0.01$ ). This was a very clear indication that the undergraduate nursing students in higher academic level experience less test anxiety. This study was limited to the use of questionnaires only. The respondents were undergraduate nursing students from all academic levels in a developed world with all the needed resources and favorable academic environments. It was basically quantitative. However, this study on psychological issues used both quantitative and qualitative methods of data collection from secondary school students who are subjected to a lot of challenges in their lives. Therefore, the study would give more comprehensive research findings in relation to the main theme of the current study.

Mohammed et al. (2017) in Northwest University, Kano State, Nigeria study on the effects of examination anxiety on University students' academic performance reiterated

that there was no significant difference between male and female students on causes as well as effects of examination anxiety on the academic performance. The reviewed literature focused on the mature male and female students at the university level who were purposively sampled and using Effects of Examination Anxiety Questionnaire tool to collect data. Comparatively, the present study used questionnaires, interviews from administrators of the secondary schools, focus group discussions coupled with document analysis which gave out more comprehensive results which the study sought to find out.

A similar study conducted by Ayodele and Oludipe (2016) on the impact of anxiety and gender on Nigerian pre-service science teachers' academic performance showed that when the level of test anxiety is low then the pre-service science teachers performed better with higher CGPAs than their colleagues who had high test anxiety levels consequently performing with low CGPAs. In addition to these findings it also emerged that female pre-service science teachers exhibited lower test anxiety than the male pre-service science student's. The current study filled the gap by conducting a study on the secondary school students who have not identified a career in their lives unlike the reviewed study which focused on the pre-service science teachers.

A study on the academic related stress on substance use showed that the health risk behaviors of young people including substance use and abuse are all important determinants of their current and future health and well-being status (Tountas & Dimitrakaki, 2006). Academic related stress can increase substance use among young people. In a survey of 128 grade II students attending competitive private schools in the USA, students who reported experiencing high ongoing stress, particularly in relation to

academic achievement and the tertiary education admission process also reported high rates of drug and alcohol use (Leonard et al, 2015).

However, Olaitan (2012) examined test anxiety and self-esteem and how it impacts on academic performance. Two hundred and fifty randomly drawn final year National Diploma (NDII) students of the Federal Polytechnic, Ilaro were involved in the study. The students were given two questionnaires that took between forty and forty-five minutes. After collecting information from the students through questionnaires, their comprehensive Grade Point Averages (GPA) in previous year were also collected. This GPA data were then compared to the scores obtained from the questionnaires. The findings of the study postulated that, low anxiety students had higher GPAs than the students who had high anxiety. The study further showed that self-esteem played an integral role in the control of anxiety and academic performance. It was manifested in the study that students with high self-esteem exhibited low levels of anxiety compared with other students with low esteem who posted high levels of anxiety thus performing poorly in exams. In conclusion the study confirmed students' academic performance to be influenced by the level of anxiety of an individual dictated by self-esteem.

Syokwaa, Aloka and Ndeke (2014) investigated the relationship between anxiety levels and academic achievement among students in the secondary schools. The research adopted the use of inferential and descriptive statistics. The results showed a presence of high personality anxiety levels at 79%, while the test anxiety indicated a relatively low-normal anxiety level of 27%. The study observed that, a correlation existed between anxiety levels and academic achievement, and that high anxiety levels had a negative impact on the quality of academic results recorded by students. The study also established that students encountered some high anxiety causing challenges which

affect their ability to perform effectively. In the study girls were found to be more prone to high anxiety levels as compared to boys. The study recommended that, students should take responsibility to seek for anxiety management help from teacher counselors, other teachers and the entire school administration.

A study by Oluoch, Aloba and Odongo (2018) on a sample of 353 form four students, 10 chemistry and 10 guidance and counseling teachers from 26 public secondary schools selected to determine the extent to which test anxiety beliefs predict achievement in chemistry among students in public secondary schools in Rachuonyo South Sub County of Homa Bay County Kenya, revealed through Analysis of Quantitative data that inferential statistics like (Pearson Product Moment Correlation, multiple regression and ANOVA portrayed a statistically significant negative correlation ( $r = -.432$ ,  $n = 308$ ,  $P < .05$ ) between test anxiety and Chemistry academic achievement and that test anxiety accounted for 18.7% ( $R^2 = .184$ ) of the variation in performance in chemistry academic achievement. The qualitative data was analyzed using thematic analysis and reported verbatim. The study recommended the need for curriculum support and efforts towards guidance and counseling in schools to include strategies of coping with test anxiety especially guidance and counseling programs. These strategies were viewed to bring out motivation of learners towards the technical subjects. Lastly, the study recommended improvement in the implementation of the education policies in Kenya relating to guidance and counseling of students on their attitudes towards the science subjects.

### **2.1.2 Isolation**

Margalit (2010) observes that loneliness is one's subjective feeling of social isolation, regardless of one's actual social status. This ugly state is a situation that if not addressed may cause a lot of harm to people of different ages and social statuses and may derive from different sources. The movement of an individual from one college to another

normatively involves major network changes and it enhances the experience of loneliness. Margalit (2010) continues to observe that loneliness has harmful effects on physical, emotional and cognitive well-being. Often students with learning disabilities experience failure in academic settings due to a variety of causes.

Ladd and Ettekal, (2013) commented that humans are social species and have inherent need to feel connected to others and to feel like we belong with others. Feeling socially isolated at school negatively affects the mental health and academic outcomes of adolescents. The theory of Maslow's Hierarchy of needs places the need for belonging below basic needs like food and safety but above the needs for knowledge, understandings and esteem. The implication is that when an individual is isolated then he /she is deprived of the need for proper psychological advancement (Maslow, 1954). The theory further suggested that there is a relationship between student achievement in elementary and secondary school and their self-concept and esteem. Social isolation behavior of every student at both levels need to be understood to help the students gain a sense of school belonging which includes corrections with teachers and peers through in –school and extracurricular activities. Having a sense of peer connectedness outside of school may positively affect young people's social and emotional outcomes but may not have similar positive effects on school related outcomes.

Margalit (2010) continues to state that conceptually, social isolation refers to the loss of social connections to other individuals and social institutions. Socially isolated people do not have friendship network, nor do they participate in the activities connected with social institutions. Studies of social isolation have defined social isolation in terms of objective patterns of behavior. For example, chronic maltreatment of children is associated with a heightened risk of rejection by peers (Bolger and Patterson, 2001). From the theory on the development of the self-concept (Rosenberg, 1979), it is clear

that behaviors (whether one's own or another's) form the basis of self-attributions about the extent to which one is connected to others in meaningful and satisfying ways. Self-perception can be even more powerful in their consequences than objective patterns of behavior. First perceptions, even if they are distortions of objective reality, are often more real to the person they are part of the cognitive structure that orients the person to society. Individuals' perception on social isolation has in most cases negatively impacted on their academic performance since the social environment is completely locked making adolescents in schools and colleges to suffer from retarded cognitive restructuring hence poor academic achievement (Bolger & Paterson, 2001).

Logan (2001) asserts that little has been achieved by the isolated adolescents since there is inhibited social adjustment to school program and expectations that must be met within the stipulated time frame. The adolescents realizing they are in their own world and cannot match to the school adjustment programmes have despaired hence finding themselves in isolated environment. The performance of such students relative to their peers tends to place them at the bottom of their class, which undermines academic self-confidence.

Other sociologists namely James (2001) on his study on social isolation asserts that it is important to distinguish the social isolation of the family from that of the individual adolescent victims themselves. James (2001) adds that violent families isolate themselves for fear of their neighbors finding out, and the neighbors stay away for fear of getting too involved and running the risk of being hit. He focuses on the perceived isolation of adolescents, in particular, the sense of isolation from friends and school as having been contributed by a number of factors. Home environment is the most important institution for the existence and continuance of human life.

A study by Ahuja and Goyal (2005) commented that the home primarily is the first and most important place for the development of an individual. Home is the person's primary environment from the time of birth to death; hence its effect on the individual is also most significant and enduring. A Favorable home set up is generally captivating and imparts a lot of rewards to the children towards the acquisition of the desired behavior patterns expected by the parents and the entire family. Every home expects its members to portray desired behaviors idea for behavior modification and role modeling. Rewards strengthen the desired behaviors and therefore there is need for the parents to show love, and keen interest during the provision of opportunities to enable the children expresses their views freely. When parents put less restriction to discipline the child, not preventing the child from acting independently, there arises chances of children wanting to do things of their own and this might cause feelings and thoughts of isolation. Ahuja and Goyal (2005) similarly reiterated that when children are threatened or when isolated from their beloved persons, they would feel deprived of love and respect. Consequently the extent of child care commitment undoubtedly would be signs of isolation and could later on interfere with the academic performance of the child while in school.

Studies by Daulta (2008) reported that high parental involvement leads to high achievement and low parental involvement leads to low achievement. Ideally a home that is harsh, inadaptable impacts negatively on the academic endeavor of students hence leads to dismal performance in the aptitude, ability and subjective tests. The study findings further revealed that that there is a lot of impact of home environment on the scholastic achievement of children. Normally, children from favorable environment homes are found to be warmhearted, outgoing and socially more intelligent than children from unfavorable homes where they feel isolated and uncared for.

Similarly, a study by Massey and Fischer (2002) reiterated that segregation is also a form of isolation that affects college academic performance in different dimensions in the learning institutions. They observed that growing up under conditions of high Segregation significantly lowered later academic performance among black and Latino College students. The negative effect held after controlling for socio-economic status and was not attributable to difference in school quality or variation in the degree of intellectual, social or psychological preparation. The students growing up in intergraded and segregated from a social group appeared to reduce academic performance because students from racially isolated neighborhoods were exposed to unusually high levels of the long-term consequences of social isolation, segregation can have contemporaneous influences on academic performance. Messy and Fischer (2002) finally noted that the various pathways between segregation and academic performance while theoretically and empirically significant are hardly overwhelming in determining college grade point average.

In addition, Shupe, and Geof Yager (2016) study examined correlates with academic success for students, both with and without identified learning disabilities. The investigation was designed to determine possible reasons for failure in a group of students with learning disabilities. The assessment tools which were standardized and adopted in the study were; (a) the Tennessee Self-Concept Scale: Second Edition and (b) the University of California Los Angeles Loneliness Scale Version 3 (UCLA-3). College grade point average (GPA) served as a measure of achievement. A sample of 200 college students was garnered through a convenience sample at a large Midwestern university. The study findings further showed that there is a relationship between student achievement in elementary and secondary school and their self-concept and

social isolation behavior. To determine the relationships between self-concept, social isolation, disability status and achievement, a Multivariate Analysis of Co-Variance (MANCOVA) and a multiple regression analysis were used. On both the self-concept and social isolation measures, it appeared women with a learning disability were more affected by a higher level of social isolation than were men with a similar diagnosis.

Hafiz (2017) study assessed loneliness and its effects on the academic participation and success among 213 university students studying at Usak University. The total number of respondents used in the study included 151 males and 62 females comprising 213 international students studying at Uşak University. The participants voluntarily participated by giving their views which were quantitatively and qualitatively analyzed. The study findings revealed and confirmed that, elated moods of loneliness among international students significantly affected the academic participation and success of the learners. The relationship between loneliness and life goals showed a negative correlation at a low level.  $r = -0.136$ . The onset of feelings of isolation and lack of aspiration for the future would undoubtedly result to the tendency of the significant impact on the academic performance of students in complex ways.

Generally, students who have aspirations for the future tend to participate and thrive well in school. However, students who feel lonely and isolated tend to spend their time idling and therefore might not achieve the intended goals of education in their lives. The above study focused on the impact of loneliness on academic achievement of University students who are a group of respondents whose level of maturity should have improved. It can undoubtedly be observed that the university students have a lot of life skills in their lives and a lot of experiences. Moreover, the current study majored on students whose lives are psychologically and socially challenged. Furthermore, it is at this time

when the students need to acquire a lot of life skills that would help them meet the academic challenges in their lives. This variable loneliness in secondary school's students therefore is believed to yield a more conclusive research.

Mohammed et al. (2016) examined the relationship of three factors with child's achievement in science. The results showed that both students' self-esteem and engagement significantly predicted students' achievement in science. Furthermore, results revealed that all the goodness-of-fit indexes fulfilled the requirement of the acceptable model fit with significant paths and correlation. The Model provided a reasonable explanation of the structural model of students' self-esteem, loneliness, engagement and achievement in science. The above study was conducted in the Arabian country where there are adequate resources and specifically on a given discipline that is science. However, the current study focused on the academic performance of students in secondary schools in Migori county Kenya, a country with inadequate resources and students are expected to study many subjects and are expected to excel in all the subject areas in the national exams at the end of the four years of study .It is this performance that is the spring board for the students in seeking University education.

In a similar study by Sukardi (2018) where the relationship between study anxiety and academic performance among English students at Faculty of Languages and Literature Universitas Negeri Makassar, Indonesia was conducted, a total of 116 students, 96 females and 20 male's students participated in this study. There were two types of instruments used, a questionnaire and a test. The study anxiety level was measured using Sansgiry and Sail's Test Anxiety Measurement (TAM). Meanwhile, students' academic performance was measured using Grade Point Average (GPA).

### **2.1.3 Abandonment and Academic Performance**

Nusinovici, et al (2018) studied the impact of parental separation or divorce on school performance in preterm children. With the inclusion of 3,308 infants delivered at < 35 weeks of gestation. The infants were born between 2003 and 2011 and were enrolled in the population-based LIFT cohort who had an optimal neurodevelopment outcome at two years of age. At the age of five years, these infants were evaluated by their teachers to assess their abilities and behavior. The assessment was done using the Global School Adaptation (GSA) questionnaire. The mean GSA score was 50.8 points. Parental separation assessment was done to determine if parents either lived together or they lived separately. This was comparatively done to determine associations. The analyzed results showed that an association existed between parental residence and the ability of the infants' performance of the newly learnt skills. There was a decrease in school performance at the age of five years, although this was only the case for children who exhibited difficulties at school (3.7 points,  $p < 0.01$ ). A decrease in school performance only occurred when parental separations took place between 3 and 5 years after the child's birth. Parental separation was associated with a decrease in these children's levels of motivation, autonomy, and manual dexterity since there was no one to serve as a model to the infants at their early stages of development.

According to Thabane and Kasiram (2015), the presence of either of the parents to the child is a sign of security and protection that any child is assured of. Consequently, the absence of one or both parents creates risks for developmental milestones that children achieve hence inhibiting their ability to develop socially and advance in their psychosocial and cognitive prospects. The need for prevention of child abandonment in Lesotho and elsewhere can therefore not be overstated as the article, based on research in progress, discussed possible dangers of child abandonment and neglect, using

attachment theory as its theoretical base to authenticate his findings. The study considered findings based on two samples who were professionals and adoptive mothers. The recommendations were offered for the prevention of child abandonment and the protection of abandoned children, with specific reference to Lesotho where the study was conducted. Abandonment and/or maltreatment given to children in their tender ages of development could increase chances of maladaptation later in the lives of affected children. For instance, aggression and violent behavior including intimate partner abuse as well as poor choice of friends and intimate partners emerged in almost all interviews with adolescent adoptee parents.

## **2.2 Home Based Psychosocial issues and academic performance**

The home is a very important environment for the child as it is the primary ground in which the acquisition of values and morals takes place. A lot of learning begins at home since the children get models from their brothers, sisters and most importantly their parents who are their first mentors. This is a true fact that charity indeed begins at home.

### **2.2.1 Parental Attachment and student's academic performance**

According to Selimian (2002), in every society the habits displayed by children will obviously signal to the types of parents who brought up the children. Mostly, Children copy their parents. Parents train children in the way they should go and when they are old they would not forget or turn away from it (NIV Study Bible). There have been debates on individuals and culture, past and present regarding the way a child should be trained. Selimian (2002) further commented that the first social institution meant for

social development then is the home. It is in fact the only place that influences the life of a child before the child is introduced to other systems of the environment.

Ashiona and Mwoma (2013) researched on the links between children and adolescents' attachment to parents and academic motivation and performance while considering problem behaviors and perceived teacher support as potential mediators of those links. In their study, 121 Participants who were early adolescents completed the Inventory of Parent and Peer Attachment (IPPA) to assess the quality of attachment to their mothers and fathers. Adolescents' attachment to both parents was positively associated with academic motivation. These significant links were mediated by adolescents' perceptions of support from teachers. Results are discussed in light of the different mechanisms that can relate attachment quality to adolescents' academic motivation and performance. Elitist lifestyles as well as elevated livelihood in the society were realized to be indicators of academic achievement. In Kenya, academic achievement is largely associated with the able families who can afford fees payable in decent and high cost schools and colleges. Ngwiri (2008) postulated that as children socialize in their immediate microsystem, they receive a lot of influence from the family members and hence have their personality is greatly harnessed through words and deeds of parents.

Every society expects the children's personality to be shaped and to be morally acceptable. This could only be dictated by the parents to help them to conform to societal standards and be able to function successfully in the community. In every community the roles of the family members are well defined to enable its members grow and achieve the moral standards. Every member within a system strives to achieve these expected outcomes. A society is counted productive depending on the number of its members accorded respect and honor. It is therefore the pride of every parent in the

society when their children perform in school. Most parents would therefore put all the efforts in motivating the sons and daughters towards excellent academic achievement.

Consequently, children are modeled by their parents from dependent infancy stage of human development into competent and independent individuals who interact effectively in their environment to achieve the basic human wants in life. In recent years, attachment theory which was first conceptualized by John Bowlby and later refined by Mary Ainsworth (Bretherton, 1992) theory postulates that strong emotional bond with at least one primary caregiver is crucial for healthy child development. Attention is given much to the mother as the primary caregiver.

Several studies by Laible, Carlo and Raffaelli (2009) have shown that positive perceptions of self and others in attachment relationships with parents are associated with numerous indicators of psychosocial adjustment in adolescence, such as problem behaviors, ratings of social support, and school adjustment. The study supported the theoretical premise that attachment quality with parents constitutes an important personal resource that may promote adolescents' exploration of new social contexts and adaptive regulation of emotions, especially in times of stress, students who control their impulsiveness in class appear to make a better adjustment to school, whereas those who manifest higher levels of anxiety and depression perceive themselves as lacking academic ability and cannot achieve in the assigned class tasks.

La Rocque, Kleiman and Darling (2011) reiterate that attachment to parents has been related also to adolescents' perceptions of their affective relationships with teachers and academic counselors, and perceptions of affective relationships in the school environment to adolescents' academic adjustment. Based on the same research

findings, perceptions of teacher support will mediate the relation between attachment and academic motivation and performance of students in different learning institutions where the students also meet different models in their lives.

La Rocque et al. (2011) documented that security is an important factor that determines the relationship with parents and this encourages social exploration and acquisition of life skills. The children are indeed very volatile and would thus require close attention and intimacy between them and the parents. This is a period referred to as the period of calm and therefore the security level should be enhanced to maintain the proximity of children to their parents. The parents should be ready to avail themselves to their children every time their attention is needed most. In adolescence, this secure exploration could foster social skills (e.g. ability to develop significant ties to others) and favor the development of harmonious relationships with peers and adults other than parents. In a secure attachment environment, the quality of support rendered by the parents would enable the adolescents to perceive more support in relationships with teachers, which in turn should facilitate their academic motivation and performance. Alternatively, the adolescents who intend to portray poor-quality attachment to parents will be more likely to have a negative perception of teacher support and to experience adjustment problems in the first year of high school. This is a challenge to most of the learners as they are introduced to a completely new environment with expectations, regulations and conditions, that must be adhered to.

A family is far more than a collection of individuals sharing a specific physical and psychological space. Moller, Elliot and Friedman (2008) reported that a family is a system considered to be the natural social system, that has evolved a set of rules, is replete with assigned and ascribed roles for its members, has an organized power

structure, has developed intricate overt and covert forms of communication and has elaborated ways of negotiating and problem solving that permit various tasks to be performed effectively (Cavendish, 2012). In the process of growing up, family members develop individual identities but nevertheless remain attached to the family group. These family members do not live in isolation, but rather are interdependent on one another not merely for money, food and shelter –but also for love, affection, companionship, socialization and other non-tangible needs. A well-functioning family encourages the realization of the individual potential of its members, allowing them freedom for exploration and self –discovery along with protection and the instillation of a sense of security. This may not be the case in a family that experiences conflicts.

Moller et al. (2003) asserts that a family is a social unit made up of people related to each other by blood, birth or marriage. It is a social group characterized by common residence, economic co- operation and reproduction. According to him, functions of a family include reproduction of population, care of the youth, stabilization of relationships between adults and transmission of the social culture from one generation to the next. In the present society, there should be a limited number of children in a family (Keyes, 2007). The couple must consider a lot of issues such as income, size of the house, health of the mother and personal needs of the children.

According to Cavendish (2012), parents who have too many children and who are engrossed in the material and financial obligations/ problems of a large family are likely to neglect them; this will definitely affect their growth negatively. The birth of a child means that the parent's attention, especially the mother's, will be shifted towards the new life. Children are supposed to bring parents together because they provide them with a common object for their love and concern. Additionally, analysis from the

researchers work revealed that at times the husband may feel neglected by the wife who is too busy caring for the child and the wife may think that she is left alone in the new responsibility. Parents have the sole responsibility to educate children, prepare them for life and guide them in the right direction. The achievement of the above task would only be accomplished with harmony in the family. The realization of the duties of parents should be recognized fully to enable the parents serve God, their family and society.

Kyle (2011), reports that parents are equally responsible for the task of forming the child. Parent's presence in children's lives is of vital importance. Children need the influence of both parents to shape their personality in a balanced way and therefore bringing up children is primarily the role of parents. The Parents also have a financial responsibility towards their children as they need to be comfortable and their needs fully met. Discipline must be installed in the home. Discipline is primarily a measure aimed at improving the character traits of the child to become a responsible member of society. The child needs to learn about self-discipline, which comes about with self-awareness and self-acceptance.

A Similar study by Margalit (2010) postulated that attitudes formed by children, standards and their values are formed from the models who are their parents. Britten and Britten (2004) advice parents to spend quality time with their children as they talk to them and show them love. As a parent, one should help their children to learn from mistakes of others. In today's society, parents hardly spend any time with their children. Parents should find time to listen to their children's problems and joys. Margalit (2010) further indicated that when children see that their parents love each other, they are assured that their parents love them. He also asserted that parents should always tell

their children the reason why they have to beat them and praise their children more often than they punish them. Britten (2004) observed that there is interdependence between depressed persons and their social contexts. This is especially true in the case of parent's depression and children's adjustment.

According to Duncan, Kolil and Zirol (2013) they researched on the children of depressed parents and clearly documented that depression in parents is associated with problems of adjustment and disorders, especially depression, in their children. Depressed mothers show lower rates of behavior and constricted affect, adopt less effortful control strategies with their children and sometimes act with hostility and negative perception towards them as well. Neglectful parenting style is whereby the parent is uninvolved in the child's life. This type of parenting is associated with children's social incompetence and especially lack of self-control. Children whose parents are neglectful develop the sense that other aspects of the parents' lives are more important than they are. These children tend to be socially incompetent, showing poor self-control and not handling independence well.

Duncan et al. (2013) indicated that abusive parents are more likely than non-abusive parents to rely on physical punishment and negative control strategies such as hitting, grabbing, pushing, threats and disapproval rather than on reasoning to guide or discipline their children. Poverty, unemployment, marital conflict, social isolation and family pathology can increase the risk of abuse; and also shorter term stressors such as emotional distress, economic or legal problems. Similarly, physical abuse in children is linked to aggressive and violent behaviors in adolescents and adults including violence toward non-family members, children, dating partners and spouses.

Bal and Imants (2011) focused on the role of perceived parental attachment on achievement motivation. The researchers used Self-report data obtained from the Parental Attachment Questionnaire, Achievement Goals Questionnaire, and the Performance Failure Appraisal to collect data from 50 university students with a mean age of 18.8 years. Correlational and regression analysis done showed that parental facilitation of independence correlated significantly and negatively with fear of failure. The results also gave out partial support for the hypothesis that performance-oriented goals are related to a fear of failure, whereas mastery-oriented goals are not. The study at the same time indicated that high parental attachment dominant in high-frequency religious practitioners leads to an increased chance of acquiring a more avoidance-oriented achievement motivation.

Similarly, Majimbo (2017) studied on the effects of adolescent attachment styles on academic performance. The researcher's analyzed results showed that a weak positive correlation between academic performance and secure attachment style and a negative correlation between academic performance and insecure attachment style were noted. The adolescents who were securely attached performed better in their academic pursuits than their insecure attached counterparts who performed dismally. The fact that academic excellence remains the yard stick for a brighter future in children's life, Parents placed too much expectation on their adolescents and this resulted to an increased level of anxiety and stress during exams. Some of these students got confused and therefore could not now perform as were expected by their parents. In addition, some of these parents got demoralized as they never would be satisfied by the outcomes of the results.

Reetinder (2013) studied the relationship between Academic stresses, coping strategies and Parental attachment of Adolescents by randomly selecting 700 respondents (345 boys and 355 girls) adolescents (age 17+ to 18 years). The adolescents sampled belonged to science stream. The schools were selected using Stratified sampling method factoring in the public government and private schools. The Bisht battery of Stress scale by Bisht, Ways of Coping Strategies by Folkman and Lazarus and Inventory of Parent and Peer attachment by Armsden and Greenberg were the tools administered to the respondents. The study revealed that a significant relationship between variables of Coping Strategies and Parental Attachment with Academic Stress existed and that Coping Strategies and Parental attachment were significant predictors of Academic stress of adolescents. There is a significant and negative relationship between perceived Parental Attachment and Academic Stress. It implies that parental attachment decreases stress by providing strong foothold to resolve academic conflict and to effectively deal with academic stressors. Parental trust and communication, both constituents of Parental Attachment, are also significantly and negatively related with Academic Stress. The findings thus in conclusion recommended that parents should be at the centrifugal point for the provision of an attachment that adds value to the lives of students, especially the adolescents who need to resolve a lot of conflicts as they struggle with academic accomplishments.

### **2.2.2 Parent Involvement and achievement**

According to Boonk et al. (2018) the relationship between parental involvement and students' academic achievement are based on the ages of the students. At the early stages of life, the children may not be fully aware of what to achieve and parents therefore comparatively are less involved than when the children grow old. Parental involvement variables that show promises according to their correlations with academic

achievement were; (a) reading at home, (b) parents that are holding high expectations/aspirations for their children's academic achievement and schooling, (c) communication between parents and children regarding school, (d) parental encouragement and support for learning. Further analysis of the results showed that academic achievement is only attainable when parents are fully involved in the tasks performed by children. Secondly, that the children's cognitive advancements could only be highly achieved when parents show total commitment in giving continued support at home and at school. In some environments, parents care less about their children progress and believe children have the powers to choose either to fail or pass if they wish to do so.

Ramon (2015) studied on the correlation between parental involvement and student academic achievement. The researcher sampled 103 students consisting a group of high school students from Madison Preparatory Academy (MPA) and their siblings who attended CSAL Middle which is the feeder school for MPA. The control group consisted of the remaining middle school students, whose parents volunteered for the study. The study assumed the demographic make-up of the two schools to be similar thus untreated; their results would be similar as well. The high school parents received a handbook, which gave them tips for improving academic achievement, whereas the parents of the middle school did not receive the handbook. The analysis of the data showed a correlation in several categories for both groups. At the conclusion of the study a correlation existed between student's views of the assistance that they received from their parents and their level of confidence in their parents' abilities to assist them. There was also a correlation between the parents' self-efficacy and the amount of assistance they offered to their children. This correlation showed that the readiness of a

parent to show involvement in their children progress in school instilled confidence and this would thus improve the academic performance of the students in their various institutions of learning.

Otani (2017) explored associations of parental involvement and academic achievement of students by establishing the parental involvement across three criteria namely: elementary and middle school (school level), male and female (gender), and math and science (subject). Results showed that parental involvement is associated with students' educational outcome. Students' attitude and aspiration mediate the associations between parental involvement and academic achievement. There is also variation between parental involvement and academic achievement based on the school level, gender, and the subjects. The research also unearthed different association between monitoring types of involvement and achievement as was found between elementary and middle school levels.

Thornton (2015) conducted a study with parents of primary grade level students and teachers in a Chicago Urban elementary school, to determine homework, parental involvement, parental involvement in homework, and parental involvement in homework of students with special needs. The analysis was done based on the parents and teachers' beliefs on parent involvement in their child's homework as it relates to higher student outcomes and achievement within a traditional urban elementary school setting. Data was collected via surveys answered by parents and teachers based on a Likert scale. Findings of the study showed that parents had significant participation level when it came to checking homework and being willing to help with homework. The highest type of involvement by parents was their willingness to help with

assignments. The analyzed results showed that the majority of parents did not favor the thought of non-parental involvement leaning towards their children education and spending hours trying to understand the home works given to their children in school. Other results of the study also indicated that the majority of parents showed interest and participated in the education of their students. When parents are involved in activities such as homework, execution and school involvement it makes a significant difference in a child's education.

According to Fajoju, Aluede, and Ojugo (2016) in Nigeria which focused on the relationship between parental involvement in children's education and the academic achievement of primary six pupils in Edo State, having used the ex-post facto research design; the research findings showed that parental involvement significantly influenced pupil's academic achievements in three core subjects which were English Language, Mathematics, and Integrated Science. The analysis done showed that the high achievement of pupils in the three core subjects was purely as a result of the parental involvement in the children's education. The study also recommended that parents should take the lead in following and investigating their children's school attendance. Additionally, the study suggested the provision of school counselors, educational psychologists with diverse approaches to help parents in order to achieve higher level of parental involvement. The analysis on the above study was based on the performance of three core subjects in primary six ignoring other subjects taught in the primary curriculum. Furthermore, most parents level of involvement could best be established when their children are in their last step waiting for transition to the next level of education. This current study factored the performance of the students in all the subjects offered in the secondary curriculum and since the performance of the learners at this

point determined the career to be chosen, almost all the parents would be more involved in the education of their children than never before. It was thus by optimism that this currently conducted study would have been more representative and generalized.

According to Shafqat et al. (2018) study on the correlation between parental involvement and students' academic performance at secondary level considering all the public sector secondary schools in Faisalabad District, the quantitative analysis conducted revealed a very strong positive and significant relationship existing between parental involvement and the academic performance of the learners in their learning institutions. Findings of this researcher further revealed a very strong association between parents of female students and their studies as compared with parents of male students who had low association during their studies. The study also revealed that parents of students in urban areas had great influence on the progress of their children than the parents of students in rural areas that showed very little concern on the progress of their children. The same was also observed for the science students whose parents showed a lot of involvement and concern than the parents of Art based subjects where little attention was given. Perhaps the parents in the towns have realized that the science oriented disciplines provoke innovation and more research to most of the academicians and this is what the world is moving towards. Furthermore, all, governments at present requires new ideas for the resolution of environmental conflicts and challenges affecting the nations. On the other side, females have proven to be more qualitative than most male students who cannot withstand psychological turmoil if the level of support is comparatively compromised by the parents. Female students on the other hand can with stand a lot of challenges in their lives and perhaps why most parents would be more involved in their activities.

According to Fernandez-Alonso et al. (2017) on the relationship between styles of parental involvement at home and academic performance of students, the findings revealed that students whose parents exhibited a more distal or indirect profile of family involvement tended to demonstrate well-adjusted results than those students from homes with a more controlling style. Parental involvement styles had an effect on achievement on an individual and school level, even after accounting for the effect of context or background variables. The researchers continued to observe that in certain homes, the styles of parenting are autocratic, authoritative, and may not allow the students to freely share their ideas with the other peers in the neighborhood. The above condition may thus lead to a dismal performance of the students caused by the parents themselves. Interestingly, the decline in performance may go unnoticed by the parents since they are not aware of the implications of the parenting styles and involvement they administer to their students at home.

### **2.2.3 Socio-economic background of parents and academic achievement**

According to Kaguthi (2004) poverty tends to be a characteristic of social deviants including drug abusers and this is what justifies the economic explanation of deviant behavior, a psychosocial issue and in most of the adolescents, poor economic conditions are worsened when the students do not see any hope of employment even with education. Slum areas in cities and towns are said to breed the youngster percentage of drug abusers. This can be cited in Kenyan cities and towns particularly Nairobi. He continues to state that slums like Mathare, Kibera and Majengo are known to accommodate a large number of alcoholics and drug addicts'. However, drug abuse is not confined to young people in certain geographical areas or from particular social economic backgrounds. It affects the whole nation as a whole both Urban and rural

areas. The problem cuts across class. It is not only in poor families but even in better families where students are better controlled. Some students from well-to-do-families and who materially lack nothing take drugs for pleasure and for fun. This is according to Njagi (2013) on drug abuse Rehabilitation and treatment Care, Nairobi, who argues that when drugs are taken over a long period for fun it eventually leads to addiction.

NACADA (2012) further indicated that Nairobi and central Kenya regions led in majority of callers seeking help through the toll free call number 1192 for alcohol drug users and this trend had been on the increase day by day. On the list were also callers from other regions like, Nyanza, Western, Eastern and coast regions consecutively in the order of frequencies. It was also a manifestation that the level of economic empowerment differed from every geographical region as a result of varied ecological conditions. According to Maithya (2009) study on drug taking and academics, he postulated that a significant relationship exists between drug taking and academic achievement. The more one gets into drug taking, the higher the risks of one facing academic difficulties. Young people who persistently abuse drugs often experience an array of problems including academic difficulties, health related problems, poor peer relationship and involvement with the juvenile justice systems. Declining grades, absenteeism from school and other activities and increased potential for dropping out of school are problems associated with adolescent substance abuse.

Abot (2005) observes that low level of commitment to education and higher truancy rates appear to be related to substances use among students. Again, drugs abused affect the brain and this result in major decline in the functions carried out by the brain. Drugs affect the students' concentrations span, drastically reduced and boredom sets in faster

than for non-drug and substance abusers. The students will lose interest in school work including extra curriculum activities .Most of the students cannot think critically will have retarded decisions making skills and consequently his/her social and life skills are stunned and thus affects their career development (Kikuvi, 2009). Cognitive and behavioral problems experienced by alcohol and drug-using students likely interferes with the academic programs and also presents obstacles to learning for their classmates (United Nation, 2005). Drug abuse is associated with crime maintenance of an orderly and safe school atmosphere conducive to learning. It leads to destruction of school property and classroom disorders as has been experienced in the past.

Low income parents have obstacles especially those who work in service industries, labor for long hours to earn living and even clerical jobs may require hours that fall outside of the school day (Kyle, 2011). Low socio economic status can also limit what educational resources parents can afford to offer their children. In the homes of low SES, students who are succeeding academically, parents ensure that students have access to books and writing materials. However, other obstacles may present themselves in the way of transportation, child care, preschool expenses and other academically engaging activities as is reported by Duncan et al. (2013). The same parents may also be unable to attend conferences and forums where academic issues of their children are deliberated.

There are also differences in parenting styles among poor and middle/upper class parents that may impact academic achievement. Well educated affluent parents aim to raise children who are independent learners with high self-esteem. They tend to use more encouraging language when they discipline their children; they tend to focus on obedience and compliance from their children (Putnam, 2015). While there is a mixed

reaction on how best to determine socio-economic status, studies have used variables such as income level, occupation of the parents, and level of education attained by the caretakers as indicators that would help to establish the socio-economic levels across varied cultural backgrounds.

Parents at times face the greatest challenge of lack of education that inhibits their understanding on the needs of the learners while they are in school. Fan and Chen (2001) states that parents have to develop a possible sense of efficacy for helping their children to succeed in academic performance. It is the parent to influence childrens development and educational outcomes through modelling, reinforcement and instruction. Ideally parental role of involvement influence childrens academic performance. The children from the highly educated parents always perform better in school than those from poorly educated families because children from educated parents enjoy a lot of support such as conducive, supportive and encouraging environment suitable for academic work. Support from parents and guidance coupled with the provision of academic materials aid the children to achieve a lot in their studies (Epistein 2001). Obviously, a child who gets all the necessary requirements needed in school in terms of finance or any material used in educational needs will feel motivated towards his /her studies and the results would be better academic achievement. Besides this, parents of high socio economic status provide good and balanced diet which contributes a lot to the cognitive development of the children and hence improved academic performance of their children.

Egalite (2016) in his study reported that well educated parents are more likely to consider the quality of the schools when selecting a neighborhood in which to live in.

At the time of admission in such selected institutions, the parents pay a lot of attention to the teacher's pieces of advice on the needed requirements for their children's use while in those schools, bestow all the trust in the teachers and expect their children getting good attention. The data analyzed additionally indicated that the highly educated parents would hire resource persons to coach and train their children at home during the holidays when schools are closed. The resource persons give a lot of educational inspirations and hence the educational standards of such students are improved. In addition, the highly educated parents use their advanced language skills in communicating ideas to their children. The uses of questions instead of directives by such educated parents employ a wider and more advanced vocabulary to provoke the comprehension ability of their children. As a result, the parents' occupation would later influence the intellectual development of a child hence the children may at times want to achieve more than their parents and so this makes them improve their academic performance at earliest stages.

Children from the low socio-economic status parents have been disadvantaged in terms of the acquisition of extra learning facilities at home making it difficult for them to perform well in class as opposed to their colleagues from high socio-economic class. A similar study by Ewijk and Steegers (2011) also analysed his findings and postulated that high socio-economic parents greatly participate in the learning of their children. These parents believe their children do better and choose the lucrative careers hence the continuity of the status quo by their children in terms of economic class. The low socio-economic parents get involved in strenuous manual work to earn their living, become exhausted and therefore do not have time to do follow ups in the educational needs of their children. Carlson et al. (2008) in his study reiterated that children need good

nutrition for their cognitive, social, psychological and emotional developments to be experienced in their lives. Parents whose levels of income are low will least likely contribute to the holistic developments of their children. Thereseachers concluded by reiterating that a child who never had a good meal will not concentrate in class and the academic standards needed automatically declines hence poor academic achievement. Well-adjusted academic performance requires a steady emotional balance as well as good health.

A similar study by Goodman and Gregg (2010) reiterated that simple differences in parenting styles and rules such as having regular bedtimes had positive contributions to the propensity in which values, virtues skills and attitudes were inculcated in the children. Some parents used this as a strategy for encouraging their children to strive so hard to achieve in their academics. Families whose poverty level were high nurtured children with low self-esteem, hostile characters and attitudes towards life. In this way, low 'parental socio-economic status was linked to parenting strategies, such as hostile and non-supportive, which in turn affected children's academic performance. The style of parenting, discipline and approach to challenges in the children's lives could affect the children educationally.

According to Kashashu et al. (2014), the leadership style adopted by the parents at home greatly contributed to the educational growth of the children. Authoritative parents who were not on employment formed 18% and they tended to be too harsh towards their children. Their harshness was associated with insufficient income as most of them could not get employed. Comparatively, the full time employed parents enjoyed all the benefits and privileges of getting leaves and would get time to share with their

children. Finally the findings undoubtedly revealed that the physical and material supports given by parents to their children vary and depends on their levels of income.

Similarly La Rocque et al. (2011) analyzed the difficulties experienced by parents whereby in the age of greater school accountability, much of the academic burden has been placed on parents and has taken on many forms. Schools expect parents to fulfill the traditional duties of attending parent –teacher conferences and helping students with homework. In addition, many schools are asking for parental help in volunteering in the schools or shouldering the responsibility of providing extra supplies for classroom or items for school fundraisers and events in the institutions of learning. This has placed the financial burden on families, and for those who are unable to provide such resources.

According to Nadenge (2015), the learning institutions in the selected secondary schools in urban informal settlements in Westland Division in Nairobi County Kenya, lacked the physical and other critical instructional resources which were deemed necessary for improving academic performance of learners. It was further noted that the available resources were inadequate, in a pathetic condition, not conducive to education provision. The analysis also confirmed a strong non-significant negative correlation between the occupation of parents and ability to finance education. Lastly a significant positive correlation existed between good parent-teacher relationship and their involvement in their children’s academic achievement. Where parents coordinate well with the teachers, the academic standards are improved since the two stakeholders work hand in hand to ensure that the needs of the learners are fully met.

Kapinga (2014) study in the secondary schools in Tanzania assessed the impact of parental Socio Economic Status (SES) on students' academic achievement. The findings of the study established that there was a close relationship between socio economic status and academic achievement. Qualitatively, the results revealed that majority of the parents were not involved in the learning of their children as well as in the school improvement programs. The study recommended therefore that the government should review the policy of cost sharing and make it free to all level students especially to low SES students. In addition, schools should have professional guidance and counselors to help students with problems to reduce the gap between low and high socio economic status since parents from low socio economic status spend very little time with their children simply because they are out in the field busy looking for ways of acquiring the basic needs.

Machebe and Ifelunni (2014) explored the issue of parental socio-economic status on students' academic achievement in secondary schools, in Enugu State, Nigeria. Samples were obtained with 180 students randomly selected from three secondary schools. The four factors that were examined and statistically analyzed were: parental socio-economic background, parental educational background, parental educational qualification and students' health statuses. Diverse statistical tests were performed on the various data collected to establish statistical significance of the effects on students' academic performance. Parental socio-economic status and parental educational background did not have significant effect on the academic performance of the students. However, the parental educational qualification and health status of the students were identified to have statistical significant effect on the academic performance of the students. The two variables that indicated significant influence do reflect nature of the student home environment and played notable role in the academic achievement of the

respondents. However, the students' mean score was observed to be higher with educated parents and high socio-economic status compared with students from parents of low socio-economic status than the students from not educated parents and low economic status.

Another survey by Amogne (2015) using explanatory research design assessed the effects of parents' socioeconomic status on the academic achievement of students in regional examination. This survey was conducted based on the regional examination result of 538 randomly selected students from 13 junior secondary schools. Analysis of data involved descriptive statistics and inferential statistics including percentage, independent samples t-tests, Spearman's rho correlation and one-way ANOVA. The survey results revealed that socioeconomic status of parents (particularly educational level and occupational status of parents) had strong association with the academic performance of students. The students from educated and better off families had scored higher results in their regional examination than their counterparts who came from low socio- economic families as they scored lower marks. The survey at the same time confirmed that students coming from single parent homes or whether parents were living together or not also had a significant impact on the academic performance of students. Similarly, Juma (2016) study on influence of parental socio-economic status on students' academic performance reiterated that parents who are single have double roles to perform in their families and therefore may shift the attention of monitoring their children's academic growth to looking for the family basic needs.

A study by Chioma et al. (2017) in Japan evaluated the effect of socio -economic status, with specific reference to the parent's income and parents-child relationship on student's academic performance in Senior High School. Three hundred students of Senior High

Schools in Osaka and Hyogo prefectures of Japan were randomly selected and involved in the study. A well-structured questionnaire was used as an instrument for data collection to ascertain the effect of parent's income status and attitude on student's academic performance at school. Results showed that greater academic achievement for a student is only attained by those students from financially buoyant families. However, 29.7% of the respondents strongly disagreed with the results. More than half of respondents disagreed that financial constraint determines the number of children that go to school in low income families. Average exam grade points for students from parents with high, medium and low-income status were 77.9 and 80.79. The analyzed results thus reflected that parental involvement in children school activities matter most than the parent's financial status in uplifting the children academic performance in school. One may be having a lot of resources but may not show the interest in his/her child's study. This study was conducted in Japan which is developed country. The students in such a country are exposed to a wide range of resources that support the acquisition of every skill to be learnt.

According to Olufemioladebinu et al. (2018) study in Nigeria on the factors influencing students' academic achievement in Colleges of Education in Southwest Region, 480 students from six Colleges of Education were randomly selected for this study. Data collected were analyzed with descriptive and inferential statistics. Results showed that the lecturers' communication was excellent (48.7%) and very good (33.1%), they had excellent subject mastery (47.3%) and classroom management (44.9%). However, water supply (61.1%), electricity (69.5%), playing ground (60.2%), staff offices (58.6%), and hostels (59.4%) were inadequate in the study areas. Majority (64.2%) of the respondents had good academic achievement, CGPA of 3.1 and above. Results of chi-square analysis showed that socioeconomic characteristics of the respondents had significant

relationship with the students' academic achievement. Similarly, there was a significant relationship between parental background and home related issues and the students' academic achievement. Significant association existed between adequacy and functionalities of school facilities and the students' academic achievement. On the same note, a significant relationship between reading habits of the students and the students' academic achievement existed and the relationships between the teachers' effectiveness and students' academic achievement were also significant.

Egalite (2016) observed that the home is the primary ground in which all the virtues and vices can be learnt by the children. It is in the home where children's emotional, social, spiritual, psychological needs are addressed by the parents and older siblings. The researcher asserted that security and a sense of belonging is initially offered by the parents and therefore the home environment plays a vital role in the intellectual development of the child. Kang and Moore (2011) analyzed the role of social interactions and the economic status of the parents and later concluded that the very basic and key personnel are the parents since they are the core unit of the society and the ones directly linked to an individual from the time of his/ her basic development to maturity. Academic success in terms of higher achievement has long been thought to be the path to a stable livelihood and successful future. Academic success relates to having high academic achievement in childhood and can be achieved when the parents are socially and economically stable.

### **2.3 School based psychosocial issues and students' academic performance**

The school is a social institution that brings people together for the acquisition of skills and attitudes that help in the artistic and total development of a person. The school environment plays an important role in shaping the moral, social, cognitive and mental

development of its people. There is need for interaction between the learners and the administrators.

### **2.3.1 Peer influence and academic performance**

According to Castro Giovanni (2002) peer group is defined as a small group of similarly aged; fairly close friends with the common goal of accomplishing given tasks. In most instances, peer groups or cliques have 2-12 members. Peer groups provide a sense of security and aim at helping adolescents to build a sense of identity and autonomy. The Oxford Advanced Learners Dictionary (2001) defines peer group as a group of people of same age or social status. When children attempt to gain acceptance and recognition outside the home environment, peer group becomes the first important social group outside the home that children identify with. During the developmental years of childhood and adolescents, peer influence is said to contribute greatly in the development of an individual's life. Gradually, children discover that others can share their feelings express their emotions or attitudes. Other people's perspectives will affect how children feel about their own families and begin to wonder why certain things happen in their lives unlike in others. Adolescents begin to wonder what really challenges them and therefore, when confronted with other perspectives, they often need to reconsider their own viewpoints trying to weigh options they think can best address their problems.

Children find it challenging to adjust to the idea that other families can function radically differently from their own and yet hold many of the same attitudes and beliefs and were equally nurtured and are secure. Santarock (2010), postulate that peers are the individuals who are about the same age or maturity level. Peer influence is defined as when people of one's own age encourage or urge one to do something else no matter

one personally wants it done or not. The subtler form of peer pressure is known as peer influence and it involves changing one's behavior to meet the perceived expectations of others. Santa rock continues to observe that children need to examine themselves and their feelings about self and family and this can only be achieved when there is involvement of the peer group which consequently influences the development of children's socializing skills. The early friendships and associations formed are helpful since the children learn how to negotiate and relate to others, including their siblings and other members of the family. The socialization and cooperation skills are learnt by the children /youths from peers according to group norms and group-sanctioned modes of behavior. Consequently, collaboration and communication developed add value in the life of a person.

The peer group can influence what the child values, knows, wears, eats, and learns. The extent of this influence, however, depends on other situational constraints, such as the age and personality of children and the nature of the group. Social development is even ideal for children with disabilities, and it is the reason many programs include peers who are typically developing in special education programs or include\ children with disabilities in general education classrooms. This has resulted to inclusive and integrated systems in the schools to enable the children who might have been challenged in one way or the other to feel cared for and to boost their self-esteem. The youths /adolescents who have positive peer influence generates more alternative solutions to problems, and will adjust psychologically when faced with crisis.

Similarly, Deepika and Prema (2017) conducted a study based on the relationship between peer pressure and academic performance of defiant students and their findings

revealed that strong and quality peer associations are related to poor or good academic performance and successful school transition. The researchers continued to suggest that peer influence might be detrimental to the academic performance of a learner if not properly managed. In a number of occasions this variable has negatively influenced the academic performance of the learners. Peer influence is particularly common because most adolescents are forced to spend large amount of time in fixed groups regardless of their opinion of these groups. In addition to this, the students lack the interpersonal and intrapersonal skills to handle certain issues that they meet and this might be a great challenge in their lives. The influence of peer may naturally force the adolescents' to behave negatively towards those who are not members of their own peer groups. However, this can also have positive effects like if an adolescent is involved with a group of people who are ambitious and working to succeed, one might feel pressured to follow suit to avoid feeling excluded from the group. In this way, the adolescent is influenced positively as his or her academic performance will finally be improved even if he/she was weak in a given subject or task to be accomplished. Positive peer influence on academic performance depends on adolescent self-identity, self-esteem and self-reliance. Peer influence can mobilize adolescents' energy and motivate them towards success. If an adolescent is influenced negatively from peer, it affects their academic performance which obviously will be poorly realized.

A study conducted by Uzezi and Gamnjoh (2017) on the relationship between peer group influence and the students' academic achievement in chemistry exams postulated that there is need to study keenly and to critically analyze the relationship that exists between peer group and academic achievement of the students. The study involved the analysis of students' performance in chemistry exam visa a vis the peer groups in which they belonged to. The results indicated that there is significant difference between

students that belong to a peer group and those that do not belong to any peer group on the academic achievement of chemistry; the implication being that the students who were weak in the subject could learn difficult concepts from their peer groups and therefore showed a tremendous improvements in their performance.

Conversely the students who did not share with their peers did not internalize the concepts fully after the teacher had taught thus performing poorly in the subject. The study further analyzed the study in terms of gender and found out that the male and female students performance in the chemistry exam was improved as a result on the participation in peer group. The study therefore concluded that there was no significant difference between the academic achievement of male and female chemistry students that were involved in peer group. The positive significant relationship between peer group influence and academic achievement of students in chemistry was important in this study due to the assertion that female students cannot perform in technical subjects is mythical and should be discarded. The female students can learn and can also be influenced by their male peers to perform well in a science subject like chemistry which is normally feared by most students. The findings were based on the use of a methodological casual –comparative research design in line with its appropriateness to the research problem corroborated with quantitative analysis.

Moldes, Biton, Gonzaga and Moneva (2019) in Philippines conducted the survey among the students in the Senior High School with 96 respondents who completed the survey. Quantitative data were analysed using chi-square. The result would show the correlation between the perceived level of peer pressure in terms of social belongingness, curiosity, cultural-parenting orientation of parents and education.

Generally, students were expected to face the effects of peer pressure optimistically to cope up the negative impact of peer pressure in their studies. Students used positive or negative approach towards peer pressure. The results showed that peer group along with student education cannot affect their studies. Therefore, peer group in student's level of academic performance in school is not associated with each other. The present study also investigated the impact of peer pressure and student academic achievement in Migori County, Kenya.

Egbo (2018) in Nigeria studied the influence of peer groups on the academic performance of students from form four secondary schools in Oredo Local Government Area of Edo State. The researcher collected the data and after the analysis, the research findings revealed that peer group influence had significant effect on the academic performance of secondary school students. The analysis further confirmed significant varied effects of peer influence on the academic performance of female and male students in the secondary schools. In addition to the above findings the researcher's final analysis revealed that age or maturity level had significant effect on the extent to which peer group influenced the academic performance of children from broken homes. In conclusion, the study posited that a lot of influence caused by peer could either be positive or negative depending on the direction and support given by the relevant authorities to manage the peers especially at the developmental years of adolescent when they need to be guided most on their accomplishments. The study although used respondents who were form fours in the secondary schools, the number of the sampled schools were relatively smaller in comparison to the current study that used 56 schools in Migori County to collect information from the respondents who were also students to study peer group and influence on academic performance. The study also used

concurrent triangulation research design which hopefully gave out comprehensive findings best for the generalization of research findings.

Butler-Barnes et al. (2015) investigated school and peer influences on the academic outcomes of African American adolescents. The sample included 612 African American students, 307 boys and 305 girls. Latent Class Analysis (LCA) revealed unique patterns for African American boys and girls. Findings indicate that for African American boys, school attachment was protective, despite having peers who endorsed negative achievement values. Furthermore, socio-economic status (SES) was associated with higher Grade Point Averages (GPA) for African American girls. Overall, these findings underscore the unique role of school, peer, and gendered experiences in lives of African American adolescents.

Gremmen, Dijkstra, Steglich and Veenstra, (2017) investigated peer selection and influence dynamics in early adolescents' friendships regarding academic achievement. Using longitudinal social network analysis (RSiena), both selection and influence processes were investigated for students' average grades and their cluster-specific grades. Data were derived from the SNARE (Social Network Analysis of Risk behavior in Early adolescence) study, using six waves (N = 601; M age = 12.66, 48.9% boys at first wave). Results showed developmental differences between the first and second year of secondary school (seventh and eighth grade). Whereas selection processes were found in the first year on students' cluster-specific grades, influence processes were found in the second year, on both students' average and cluster specific grades. These results suggest that students initially tend to select friends on the basis of similar cluster-based grades (first year), showing that similarity in achievement is attractive for friendships. Especially for low-achieving students, similar-achieving students were

highly attractive as friends, whereas they were mostly avoided by high-achieving students. Influence processes on academic achievement take place later on (second year), when students know each other better, indicating that students' grades become more similar over time in response to their connectedness.

Fass and Tubman, (2012) study examined relations among attachment to parents and peers, cognitive ability, psychosocial functioning variables, and academic achievement in a multiethnic sample of 357 college students. A small subgroup (14.8%) of students reported low levels of attachment to both parents and peers. Significant positive correlations were documented between parent and peer attachment and several indices of psychosocial competence. The results from the multiple regression analysis conducted showed that the symbols of cognitive ability were significant predictors of college students' grade point averages, while broader measures of functioning in early adulthood (attachment, intellectual ability, self-esteem) were significant predictors of academic appropriateness. Results suggested that perceived attachment to both parents and peers is a component of wider patterns of social competence and adjustment that may function as protective or compensatory factors during key transitions in young adulthood, such as participation in college, and with its attendant demands for academic achievement. The reviewed study focussed on the relation among attachment to parents and peers cognitive ability in a multiethnic sample of college students. The current study however shifted the attention to peer pressure which is a school based psychosocial issue and its impacts on the academic performance of secondary school students. Additionally, the reviewed study focussed on the perceived attachment to both parents and peers, which the current study categorized as a home based psychosocial issue and its impacts on the academic performance of secondary school students.

Cooc and Kim (2017) study examined the relationship between peers' reading skills and children's own reading skills among 4,215 total second- and third-graders in 294 classrooms across 41 schools. One innovation of the study was the use of social network analysis to directly assess who children reported talking to or seeking help from and whether children who identified peers with stronger reading skills experienced higher reading skills. The results indicated that children on average identified peers with stronger reading skills and the positive association between peer reading skills and children own reading achievement was strongest for children with lower initial levels of reading skills. The study had implications for how teachers can leverage the advantages of peers via in-class activities. The study was based on children at the lower stages of development especially with the lower grades one and two. During these early stages of development, a lot of emphasis should be put on the children's reading skills by the teachers and should never be subjected to a national exam. Conversely, the current study considered mature learners who had acquired the reading skills and only needed to synthesize and apply their basic knowledge to answer the concepts already learnt and taught by the teachers in secondary schools in Migori County, Kenya. Additionally, the participants involved in the study had been introduced to technical subjects and were soon approaching the national exam which is used to gauge academic performance of students as stipulated in the curriculum.

A similar study done in Nigeria by Akomolafe and Adesua (2016) examined peer group and parental support as correlates of the academic performance of Senior Secondary School Students in South West Nigeria. The study adopted an ex-post facto design and descriptive research design and included all senior secondary school students in South West Nigeria. The researchers sampled a total of 1150 senior secondary school students

drawn from three states out of the six states in the South West Geo-political zone; namely Osun, Ondo and Ekiti. Questionnaires and inventory records were the research instruments used in the study to collect data. A self -designed questionnaire tagged “Motivation and Academic Performance of Senior Secondary School Students” (MAPSSS) helped to unveil the needed information from the students. This consisted of two parts. Parts A and B. Parts A consisted of the bio-data of the respondents (students), while Parts B consisted of 9 Sections, Sections A-I, Section H and I of the questionnaire support were used to measure the relationship between peer influence and parental support on students’ academic performance. Upon the completion of the analysis, the study findings revealed the occurrence of a positive significant relationship between peer group, parental support and the academic performance of students. The revelations of the above study were restricted to two designs of research namely; descriptive and ex-post facto designs while the current study utilised the concurrent triangulation design which corroborated the qualitative and quantitative analysis of data obtained from the respondents in the sampled schools from the eight sub counties in Migori County. The researcher thus believed on the strength of the current research for generalization of the research findings.

### **2.3.2 Motivation**

Motivation is the desire to act and move towards a goal. Guay et al. (2010) observe that it’s the difference between waking up before dawn to pound the pavement and lazing around the house all day. It’s the crucial element in setting and attaining one’s objectives. Motivation can influence once own level of motivation and self-control. If students are in position of motivating themselves, they can develop competencies such as setting goals, delaying gratification and persisting. Being able to self-motivate is

actually a state of mind – a certain level of mind fullness. Motivation processes allows organisms to regulate their internal and external environment.

Salamone (2010) suggests that individual get motivated intrinsically and extrinsically. Explicitly, the notion of intrinsic motivation is closely related to intrinsic value. Intrinsic motivation refers to motivation that is animated by personal enjoyment, interest or pleasure and is usually contrasted with extrinsic motivation which is manipulated by reinforcement contingencies. Extrinsic motivation is manipulated by the provision of rewards, which are tangible or intangible like praise.

Einsberg (2010) argues that those who are self-motivated are often more successful in life unrelated to their socioeconomic position and cognitive intelligence because they have an inner drive and determination to persist. Einsberg continues to comment that classroom norms/behaviors related to how the teacher and students work together in the classroom also create a safety net and reduce potential conflicts as student work together or collaboratively. Behavior guidelines for how students work alone in group or as a class will greater ensure a stable environment and contribute to organization and orderliness

Alderman (2004) suggests that motivation and engagement are not used haphazardly but are synonymous. He observes that engagement is not just a simple reaction of a student to a teacher's action but is much more complex. Although there are many definition of motivation, Guay et al. (2010) support Alderman that motivation and engagement are terms used interchangeably but really motivation is the force of energy that results in engagement. In classroom the complex interaction of teacher, students and curriculum helps to create motivation that yields high engagement. Motivation includes internal and external factors that promote and sustain the desire to perform and

accomplish a task geared towards academic achievement. The variable is thus instrumental in the life of students who may not have wished to achieve academically. To a larger extent, motivation is the driving force that steers and is what keeps one going and determines the direction one is moving towards. Alderman in his study postulated that students who have acquired motivation have an edge because they have adaptive attitudes and strategies such as maintaining intrinsic interest, goal setting and self-monitoring for their academic achievement. Self-regulation in students will finally be achieved when cognitive behaviors fully interact with motivational factors.

According to Deepika and Sharma (2018) whose study focused on the relationship between motivation, self-concept and academic achievement, they used a quantitative conceptual study and the analyzed results showed that there was the existence of significant correlations between self-concept, motivation and academic achievement of late childhood school students. This was a manifestation that ideally motivation is a necessary ingredient in the academic path to success in school life. It was also further analyzed that female students were significantly more motivated than their male counterparts. The study concluded that the findings justified the importance of self-concept and motivation to academic achievement, and some recommendations were made regarding the enhancement of motivation and self-concept of late childhood school students.

Similarly, Dawson-Brew and Nyarko-Sampson, (2017) in Ghana conducted a study with the undergraduate distance learners of the University of Cape Coast based on the influence of motivation on their academic performance. The researchers used correlational research design and sampled 854 respondents of which 530 were education students and 324 business students. A total of 815 questionnaires were

analyzed because 39 respondents partly answered the questionnaire. To determine the relationship between the variables, Pearson's product moment correlation coefficient ( $r$ ) was used. The results of the analyses indicated that extrinsic motivation positively correlated with academic performance of learners of the University of Cape Coast Distance Education programs in Ghana. From the analysis done, it was evidenced further that there was no correlation between intrinsic motivation and scholastic achievement of students. From the results of the study, a recommendation was made that for the learning goals to be achieved, the praising efforts and strategic behaviors of facilitators of distance learners should be fully focused towards the students. The students would only feel motivated if they are made aware of the purpose a task serves in learning. It could be observed that the researchers conducted this particular study in higher institutions of learning thus in the University with respondents from different schools of disciplines. The questionnaires were the only instrument of data collection and were analyzed quantitatively.

Kouros, Shahrzad, Hamzeh and Hadi (2017) study on the exploration of the correlation between academic motivation and academic achievement among Tehran University students, the researchers used cross-sectional correlation study with 252 Tehran University students who were required to fill the academic motivation questionnaire. This 43-item questionnaire measured eight aspects of motivation. Criterion for academic achievement was a mark which students themselves reported. Data analysis indicated a positive and significant correlation between academic motivation and academic achievement. Furthermore, subscales of task, effort, competition, social concern within eight subscales had a significant relationship with academic achievement. Regarding the results, students' academic achievement requires coordination and interaction between different aspects of motivation.

According to Sikhwari (2014) study on the relationship between motivation, self-concept and academic achievement, there were significant correlations between self-concept, motivation and academic achievement of students. This was achieved after a quantitative cross-sectional survey design was used with a randomly selected sample of second year students representing four schools at the University. The analysis further showed female students significantly being more motivated than their male counterparts. The implication of this study meant that female students were ready to view their self-concept and be self-regulated hence becoming more focused to achieve their goals. The study findings justified the importance of self-concept and motivation to academic achievement, and some recommendations were made regarding the enhancement of motivation and self-concept.

According to Javadi and Faryabi (2016) whose study investigated the relationship between motivation and academic achievement of students, this cross-sectional study included 291 students at Birjand University of Medical Sciences in 2014 which was selected by stratified random sampling method. The instrument used to measure motivation was Academic Motivation Scale (AMS) developed by Vallerand et al. (1992). Students' final average grade point was considered as an indicator of academic performance. The data were analyzed using Pearson correlation test, t-test for independent groups, ANOVA and regression. The results showed that the intrinsic and extrinsic motivational factors did not have any significant correlation with academic performance. However, non-motivatedness had a significant relationship with academic performance. The mean score of intrinsic and extrinsic motivation was greater in girls than in boys, while the average score for non-motivatedness was higher in male students than female students. A statistical significant difference was realised in the

motivation of students only in terms of their faculty. Motivation and its components mean scores were higher in the freshmen than higher level students. The reviewed study was done among university students who are predominantly young adults in their developmental stage, but the present study involved secondary school students who are mostly adolescents.

Shafqat, Muhammad and Ijaz (2017) study was aimed to find out relationship between teacher motivation and students' academic achievement at secondary school level in India. A sample of 950 secondary school teachers using a population proportionate to sample technique was taken out of 3168 secondary school teachers teaching in high schools of five districts of Lahore Division in Punjab. Survey technique was used to collect data through a questionnaire Motivational Orientation for Teaching Survey (MOT-SIII). The students academic milestones was measured by taking two year results of Grade 10 students in the annual examinations conducted by Board of Intermediate and Secondary Education Lahore (BISE) and analysis done using mean, standard deviation and Pearson r. The results from the analysis confirmed that intrinsic motivation of teachers had a strong correlation with academic achievement of the students, consequently recommending that in-service teacher training programs to serve as better source for the enhancement of intrinsic motivation level of teachers.

According to a study by Davidson (2007) in Tanzania, the analyzed data showed that lack of motivation among the instructors could have negative impact on the performance of students. Moreover, the lack of motivation could result in the adoption of a teacher centered learning style. This could inevitably result in the restricted learning and educational development of the students, which was likely to be reflected

from their exam scores. The reviewed study was in Tanzania with the main respondents solely being the instructors and the students. Moreover, it was teacher based thus in the event of the teacher /instructor being demotivated, the impact would be experienced in the students' performance in class.

Liu and Hou (2018) study determined the causal relationship between other types of motivation and academic achievement. The National Education Longitudinal Study of 1988 (NELS88), was used. The results revealed that test-taking motivation and achievement were bi-directional influences in that grade 10 mathematics scores greatly predicted grade 12 test-taking motivations and that test-taking motivation predicted subsequent mathematics scores with a smaller effect. Moreover, although intrinsic motivation was found to predict subsequent mathematics scores, no bi-directional influence was captured. From the results of the analysed data collected, a clear manifestation was evidenced that intrinsic motivation greatly enhanced academic excellence and that there is a potential reciprocal relationship between the extrinsic motivations and academic milestones of students. The reviewed study was only quantitative in nature but it lacked qualitative findings which have in-depth information. Hence, the present study used both questionnaires and interview schedules to bring out more comprehensive findings.

Another study by Gbollie and Keamu, (2017) explored the motivational beliefs and learning strategies used by Liberian junior and senior high school students in connection with their academic performance. The researchers further solicited for the students' self-reports about presumed factors hindering their learning. Utilizing a cross-sectional quantitative research design, 323 participants took part in the study from two counties. Motivated Strategies for Learning Questionnaire (MSLQ) was adapted and 12

potential learning hindrances were identified and used as instruments. The results showed that the motivational belief component of extrinsic goal orientation was the most preferred belief and test anxiety was the least possessed belief. Rehearsal strategies were found to be the most frequently used, while help seeking was reported to be the least strategy considered. The results further showed significant relationships between the two constructs of the study. The reviewed study was more emphatic on extrinsic motivation not bearing in mind that intrinsic motivation also plays a major role in students' academic performance which the present study examined to be equally important in boosting students' academic performance.

#### **2.4 Interventional Measures of Psychosocial Issues**

Psychosocial interventions are defined as any intervention that emphasizes psychological or social factors rather than biological factors (Ruddy & House, 2005). Such a definition allows for the inclusion of psychological interventions and health education, as well as interventions with a focus on social aspects such as social support. Interventions with a physiological component in addition to psychosocial component like physical exercise groups can also be considered. In different settings such as in schools, psychosocial intervention can appear in any format rather in groups or individuals as long as they are stipulated and programmed to the problem to be solved.

The interdisciplinary concept of mental health promotion can be exclusively regarded as the promotion of positive mental health by improving the social, physical and economic environment that determines mental health. On the other hand, it could be regarded as the primary, secondary or tertiary prevention of mental health with the main focus to decrease to minimal occurrence; prevalence and re-occurrence of mental disorders (World Health Organization, 2004) Psychological problems such as

behavioral, emotional and educational problems are highly-prevalent among students and can severely interfere with their everyday functioning. Only a few of the students with such problems receive mental health care. In a study conducted among the Dutch children, in about 3000 children, only 30% of the children with behavioral and emotional problems had been referred to mental health services in the year's programs before the assessments were done. It could be observed that more focus needed be directed to the students early enough since further delay would lead to severity of the menace. The consequence of such delays would impact negatively on the academic achievement and developments to the students during their studies (World Health Organization, 2004).

In the Netherlands, statistics of 1988 confirmed preventive child healthcare as one of the most important low threshold services for the early detection of psychosocial problems in children. The preventive health care is given for free and without condition to all children living in the Netherlands. This service is provided by the community physicians and health workers working in the medical facilities (child health professionals, CHPS). The services are publicly funded preventive programs such as screening, vaccinations and health education and promotion for all children from birth to 19 years. It is thus a reflection that at age 19 most of the students who will be spending their 4-6yrs in the secondary education shall have benefited. All these programs are focused towards the prevention of health and psychosocial problems that might interfere with the students' academic achievements (World Health Organization, 2004).

The assessments consist of a general physical examination including standardized screening procedures and an interview with parents or with older children themselves concerning their physical, psychosocial problems. The diagnostic assessments take about 10 minutes and at the end of the assessments, the CHP decides whether there is any need for counseling follow-up or referral. If CHPs identify more serious problems, they always decide to refer the child and the parents to other professional services as they don't offer curative care themselves (Rudy & House, 2005).

Globally one out of 10 which is 20% adolescents encounters at least one behavioral problem. Half of lifetime mental disorders begin before the age of 14 years and 75% begin by the age of 14. In Canada and in the United States of America (USA), health organizations did surveys and reported that mental health is an issue that requires attention and therefore should not be taken for granted by health and education professionals (WHO, 2004). The reports further reiterated that the health of an individual is directly related to the cognitive and the physical development of an individual. A child who is malnourished cannot at any given time concentrate in her/his studies.

Muzammil et al. (2009) assert that in developing countries, such as Nepal and other South Asian Countries scenario of mental health and its care system is worse than compared to developed countries. There is lack of mental assistance being offered to the children and adolescents during their key phase of socialization and this may lead to mental health consequences that may remain throughout life and reduce the capacities of society's socio-economic productivity (WHO, 2001).

Brugman et al. (2011) assessed the degree to which physicians and nurses working in preventive child health care (Child Health Professionals) could position themselves to

identify and manage psychosocial problems in children, in addition the researchers also opted to determine its association with parent-reported behavioral and emotional problems, socio-demographic factors, and general and mental health history of children. The CHPs observed, examined the children and interviewed the parents during their routine health assessments. It was however noted that the CHPs did not identify any psychosocial problems in 43% of these children and therefore undertook no action. The report also further showed that CHPs referred one or more psychosocial problems in 25% in children with serious parent –reported problem behavior. Other child factors associated with CHPs' identification and referral were post treatment for psychosocial problems, life events, and academic problems. After adjustment for these, socio demographic characteristics did not predict referral. The CHPs identified psychosocial problems in school-aged children frequently and undertook actions for most of them. Screening for psychosocial problems may be a promising option to reduce these problems, but accurate identification should be enhanced since some are salient and may at times go unnoticed during the times they are being screened.

Sung, Puskar and Sereika (2016) evaluated the coping levels of rural adolescents and gender differences of coping strategies and psychosocial factors using cross-sectional research design. A convenience sample of 72 students attending a rural high school in southwestern Pennsylvania was obtained. Subjects completed the Coping Response Inventory-Youth (CRI-Y), the State-Trait Anger Expression Inventory (STAXI), the Screen for Child Anxiety Related Emotional Disorder (SCARED), the Reynolds Adolescent Depression Scale (RADS), and the Rosenberg Self-Esteem Scale (RSES). Significant gender differences were found for psychosocial factors of depression, self-esteem, and anxiety. Several significant relationships were observed between coping

strategies and psychosocial factors of rural adolescents. Additionally, using content analysis, seven categories were determined based on the content of the open-ended question on the CRI: familial factors, peer relationships. These rural adolescents endorsed higher levels of avoidance coping than normative samples. Rural adolescents reported many problems needing proper coping skills in their everyday lives.

Kimani (2015) identified psychosocial challenges faced by the learners and came up with counseling interventions to be used by all education stakeholders in Njoro sub county of Nakuru county, Kenya. The researcher used descriptive survey design because of its suitability in gathering precise information concerning current status of phenomena and to draw valid conclusions from the facts discovered. A total of 10,200 learners in all the inclusive Primary Schools in the Sub County, 10 Education Officers and 40 Teachers were involved as the respondents. Data collected from the respondents were analyzed quantitatively and qualitatively. The analysis of the findings showed that learners in inclusive Primary Schools had diverse special needs, faced psychosocial challenges such as withdrawal which require well programmed guidance and counseling services in their schools and even at home by their parents.

From the study a conclusion was made that psychosocial challenges exist among learners with special needs and that counseling interventions ought to be fully availed for the students. This has consequently resulted to minimal psychosocial adjustments on the learners. Some of these problems are normally ignored by the administrators and are viewed as intentional yet they are not. The other recommendation for the challenge was identified as the integration of counseling services in all subjects, better remuneration for the available counselors and employment of trained staff and adjustment of

education policies to meet learners' needs. The above discussed views are having a lot of weight that if they were to be put in use then our students would not face a lot of psychosocial problems in our schools. The schools lack adequate personnel to handle the students' problems more so when in crisis. It's often a wonder to find that in a school with a population of over 1000 pupils or students, there is only one teacher counselor who can effectively handle the student's problems or sometimes none at all.

According to Kourkoutas and Wolhuter (2013), there is need for early detection of the students' problems and challenges at home by the parents and in school especially by the preschool care takers. The early detection could only be highly achieved if the level of interaction between the teacher and the pupil is very cordial and the school environment favorable and captivating. Discipline cases could be dealt with if attention is paid to the psychic dynamics and the social context behind the poor discipline. The researchers therefore concluded that there is even need for spiritual intervention for proper pupil social functioning as there is likelihood of behavior modification, a component discussed in the churches being enhanced. Children have properly designed programs and lessons which are handled by the specialist children teachers across different churches. In fact every church believes that the children are the future church leaders when the elders will have retired. Children are therefore the muscles of the church and must be brought up morally and spiritually.

Rudy and House (2005) in their study of psychosocial interventions for conversion disorder claimed that poor psychosocial development of students is reflected with sound academic performance. Physical health and adequate social, emotional and psychological health are the best ingredients for proper academic achievement upon the availability of psychosocial support mechanisms. Rudy and House continue to observe

that there is ultimate contribution that helps to reduce the risk of psychosocial and behavioral problems, violence, crime, teenage pregnancy and misuses of drugs and alcohol.

## **2.5 Summary of the Chapter**

The chapter on the review of literature captured the analysis of very crucial information from different scholars, proponents and scholarly work from different parts of the developed, developing and underdeveloped countries of the world. The global picture of the phenomenon psychosocial issues on students' academic performance in public secondary schools was very relevant especially at this point when a lot of crisis is faced by the children in the entire world. The study looked at the psychological issues, which have impacted on the academic performance of the learners. These included anxiety, abandonment, isolation; home based and school based psychosocial issues and how they impact on academic performance of students. The research findings in the study were based on all levels of learning thus; preprimary level, primary, secondary, colleges and Universities. The study finally sought for interventional measures that could be used to control and cushion the prevalence of the psychosocial issues of the students as they develop to achieve the educational goals in their lives. The measures were considered relevant from every stage of a child's social, moral, spiritual and academic level of development. Every system as proposed by Bronfenbrenners ecological systems theory was considered beneficial since every stakeholders input was needed.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.0 Introduction

The chapter explains all the components of research methodology. The components include; the research design, area of the study, study population, sample size and sampling techniques, research instruments, validity and reliability data collection procedures, data analysis methods and finally ethical considerations.

#### 3.1 Research Design

Research design refers to the overall strategy that one chooses to intergrate the different components of the study in a coherent and logical way, thereby, ensuring that the research problem is effectively addressed. The design generally constitutes the blueprint for the collection, measurement and analysis of data. Research design also refers to the framework of research methods and techniques chosen by a researcher (Kothari, 2011). The study adopted a mixed methods approach which is characterized by the combination of at least one qualitative and one quantitative research component. Mixed method approach was therefore suitable for the study. According to Creswell (2017) mixed methods design (“Mixed Methods” or “MM”) is the sibling of multi-method research in which either solely multiple qualitative approaches or solely multiple quantitative approaches are combined. In a commonly used mixed methods notation system, the components are indicated as *qual* and *quan* (or QUAL and QUAN to emphasize primacy), respectively, for qualitative and quantitative research.

Within the mixed methods approach, the Concurrent Triangulation Design was adopted. The concurrent triangulation design is probably the most familiar of the six major mixed methods designs. It is selected as the design when a researcher uses two different

methods in an attempt to confirm, cross-validate, or corroborate findings within a single study (Creswell, 2017). The concurrent triangulation design generally uses separate quantitative and qualitative methods as a means to offset the weaknesses inherent within one method with the strengths of the other method. In this case, the quantitative data collection and qualitative data collection are concurrent, happening during one phase of the research study (Creswell, 2013). Ideally, the priority would be equal between the two methods, but in practical application, the priority may be given to either the quantitative or the qualitative approach. This design usually integrates the results of the two methods during the interpretation phase. This interpretation either may note the convergence of the findings as a way to strengthen the knowledge claims of the study or must explain any lack of convergence that may result (Creswell, 2017). This traditional mixed methods design is advantageous because it is familiar to most researchers and can result in well-validated and substantiated findings. In addition, the concurrent data collection results in a shorter data collection time period as compared with that of the sequential designs. This design was appropriate for the study since the quantitative aspect guided data collection using questionnaires but the qualitative enabled qualitative data collection using interviews.

### **3.2 Area of the Study**

The area of study was majorly the public secondary schools found in Migori County. The county is one of counties in Kenya found in the former Nyanza province of South-Western Kenya. The county borders Homabay County to the North, Kisii County to the North East, Narok County to the East and South East, Tanzania to the South and South West and Lake Victoria to the West. Migori County has a population of 917170 and covers an area of 2597 kilometers Square. The County has a density of 358 per square kilometer and 43% of the populations live below the poverty line. The sub counties in

the county are Awendo, Rongo, Nyatike, Uriri, Kuria East, Kuria West, Suna East and Suna West. The economic activities mostly found in this county are mining, fishing, and farming especially tobacco, sugarcane and maize farming, which are the common agricultural produce from this region and are the leading cash crops in this region.

### 3.3 Study Population

According to Kothari (2009), a population is referred to as the entire group of individuals, events and objects having common observable characteristics. It is that population to which a researcher wants to generalize the result of a study. The study included 187 secondary schools, 187 guidance and counseling teachers, 187 principals and 26350 Form 3 students from public secondary schools in the County. Migori county schools were suitable for the study since it experiences mass student failures to score grades for university admissions.

**Table 3.1: Target Population of schools**

<b>School Category</b>	<b>Target population of schools</b>	<b>Target population of F3 students</b>
National schools	2	540
Extra county schools	24	5760
County schools	32	9570
Sub-county schools	129	10480
<b>Total</b>	<b>187</b>	<b>26350</b>

*Source (Migori county Director of Education Office, 2018)*

### 3.4 Sample size and Sampling Techniques

Mugenda and Mugenda (2008) defined sampling as the selection of research participants from entire population, and involve decisions about which people, settings,

events, behaviors and or social processes to be observed. Kothari (2007) also states that sampling is the selection of some part of an aggregate or totality on the basis of which a judgment or inference about the aggregate or totally is made. Similarly, Mugenda and Mugenda (2009) reiterated that any sample used by a researcher should adequately represent a population. For the selection of the study sample, the use of saturated, stratified and simple random sampling techniques was adopted. A stratified sampling technique was used to select public secondary schools which were stratified into four categories: National, Extra County, County schools and Sub county schools. This kind of sampling aided the researcher to have enough representation of all the participants according to their category of school. For the selection of the National schools, saturated sampling was again used since they were few in the county. Kothari (2004) and Creswell (2017) support the use of saturated sampling because it is also a non-probability sampling procedure in which all members are selected since they are able to provide useful information for the study.

The researcher also employed simple random sampling to select 30% of the participants. Mugenda and Mugenda (2009) postulate that simple random sampling is preferable because it ensures that a desirable representation from various schools such as principals, guidance and counseling teachers are catered for. A formula recommended by Fisher, Laing and Stoeckel (1983) aided the researcher to calculate the number of selected Form 3 students to be involved in the study. A total of 379 Form 3 students were included in the study. The formula is highlighted below and used to calculate the number of form three students;

$$n = Z^2 P \cdot q$$

$$\frac{N}{e^2(N-1) + Z^2 P \cdot q}$$

Where

n= required sample size

P= proportion of population with the required characteristics of the study.

q= proportion of population without the required characteristics of the study (1-P)

N= total population

e= accuracy level required. Standard error=10%

Z= Z value at the level of confidence of 95%=1.96

$$n = 1.96^2 \times 0.5 \times 0.5 = 0.9604$$

$$N = 26350$$

$$0.05^2 \times 2349 + (1.96^2 \times 0.5 \times 0.5)$$

$$n = \frac{0.9604(26350)}{65.87257(0.9604)}$$

$$n = \frac{0.960(26350)}{66.8329}$$

$$n = 0.9604(394.266895)$$

$$n = 379$$

**Table 3.2: Sample size of Form 3 Students**

<b>School Category</b>	<b>Target population of schools</b>	<b>Target population of F3 students</b>	<b>Sample size of F3 students</b>
National schools	2	540	8
Extra county schools	24	5760	83
County schools	32	9570	138
Sub-county schools	129	10480	150
<b>Total</b>	<b>187</b>	<b>26350</b>	<b>379</b>

### **3.5 Research Instruments**

According to Cohen and Manion (2003), there are different methods of data collection in a study. The research instruments used in the study included questionnaires, documentary analysis, and interview guides. The questionnaires were for the students and were tailored to enhance objectivity and to support the analysis of statistics. The researcher adopted pre-developed closed ended scales on the independent variables. Only the form threes in the selected secondary schools responded to the same items. The items were formulated based on the reviewed literature relevant and related to the study. The development of the instruments was done after studying the methods suitable for data collection and also consultations done with the experts from the researchers Department of Educational Psychology and Science of Rongo University.

According to Cohen and Manion (2001) the administration of a variety of data gathering instruments creates stability in the data and its validity is also highly achieved. The participants also have the freedom to tackle each question at their own pace. The questionnaires were close-ended and open –ended. The use of Questionnaires facilitates the collection of huge and vast data within a very short time and so, it is relatively cheaper for researchers whose intentions are to gather a lot of information /facts from the respondents. Kombo and Tromp (2006) in their research postulated that closed ended questionnaires are preferred by researchers due to their ease in analysis in straight forward way. Amin (2004) similarly postulates that when a researcher administers unstructured questionnaires, the respondents normally get the freedom of responding to the questions quite freely and give their best without hiding personalized information that they would not have disclosed unconditionally.

### **3.5.1 Students questionnaires**

A questionnaire is a set of questions on topics or group of topics designed to be answered by a respondent. This implies that the respondent was in full control of the questionnaire and would thus complete and return to his/her own convenient time. For a researcher to gather data over a large sample, Kombo and Tromp (2006) postulated that the most appropriate instrument would be a questionnaire. Besides its suitability, it collects data within a very short period of time. Since a questionnaire is a standard research instrument, it allowed for uniformity in the manner in which questions were asked and made it possible to be compared across respondents (Cohen & Manion, 2003). The questionnaires sought information on the influence of psychological issues, home based psychosocial issues and school based factors on the academic performance of the students.

The researcher adopted pre-determined questionnaires which had close and open ended questions to elicit attitudes, views, perceptions and opinions from the respondents. The items were then harmonized to suit the study environment and were in a likert scale ( 1-5) thus; SA (strongly agree), A (agree), U (undecided), D (disagree), SD (strongly disagree) to ease the coding of responses for the analysis of descriptive and inferential statistics. Open ended questions on the other hand were used to gather wider and free opinions from the participants. Great care was considered during the construction of the questionnaires to capture the educational level of the anticipated respondents since they were expected to read, understand and interpret the questions individually in accordance with the issue being investigated.

### **3.5.2 Interviews**

Kothari (2008) observes that interview schedules are particularly suitable for intensive investigation. Some of the advantage of using interview is that the researcher obtains more information in greater depth, personal information as well as supplementary information about the respondent's personal characteristics and environment which is often of great value in interpreting results. Interviews enable the researcher to get in depth information and required data through the use of probing questions, they also guard against confusing questions because of clarifying them. Interviews are flexible, take care of sensitive remarks and have high rate of response.

In this study, interview schedules were conducted to gather data from Guidance and Counseling teachers, principals and it aimed at providing a high degree of objectivity and uniformity.

### **3.5.3 Interview schedule for guidance and counseling teachers**

The Heads of Guidance and Counseling Department who were also respondents in this study were interviewed using open ended questions. The interview schedules sought information whether the questions answered by the students were real concerning the prevalence of the home based and school based psychosocial issues and their impacts on the academic performance of the students. It was also important interviewing these respondents as they helped to unveil the suitable interventional measures that would help in addressing the psychosocial issues in the secondary schools within the County.

### **3.5.4. In- depth Interview Guide for principals.**

Interviews from sampled principals were used to complement the questionnaire in getting first-hand information and to reduce ambiguity in responses. The researcher prepared and rehearsed the interview questions before the interviews. Some areas of the structured questions required probing for detailed information hence in depth interviews

were appropriate. This sought information on the psychological issues students experience in schools and how these influence academic performance. Additionally the guide also elicited information on the school based and home based psychosocial issues and how these have impacted on the academic performance of the students.

### **3.5.5 Document analysis Guide**

In order to verify the data collected, the researcher examined and analyzed records such as school attendance registers, students' progress in academic's /performance data of students, and parent's forums in schools, punishment books and occurrence books. The counseling office also provided files kept on counseled students. This document sought information on the prevalence of the psychological issues on students and their influence on the academic performance of the students. It also elicited information on the interventional measures for the control of the psychological and psychosocial home based and school based issues that influence the academic performance of the students.

### **3.5.6 Focus Group Discussions (FGDS)**

The focus group discussions consisted of 6-8 students per group. A total of 10 FGDS were constituted and from the clusters of the school's groups were extracted as follows; 2 FGDS from National Schools, 1 FGD from extra County schools, 3 FGDS from the County Schools, and 4 FGDS from the Sub County schools. The use of the FGDS aided the researcher to achieve objective three which was the impact of school based psychosocial issues on students academic performance in secondary schools in Migori County.

### **3.6 Validity and Reliability of the Research Instruments**

Mugenda and Mugenda (2009) report that reliability and validity must be carried out to ensure that research tools are designed to provide correct and useful data for the study.

This has to do with the quality of measurements. Also refers to consistency of the measurers to avoid measurement errors.

### **3.6.1 Validity of the Research Instruments**

Mugenda and Mugenda (2009) defined validity as the extent to which a test measures what it intends to measure. Validity of the research instruments also depends and relies on how best the instruments intended to fulfill their goals are related to the designed study objectives. The researcher used content validity to show whether the test items contained all the views, ideas, and facts that the test was designed to measure (Best & Kahn, 2006).

The questionnaire was subjected to face and content validity test. Polit and Beck (2009) observe that face validity refers to whether the instrument appears as though it should be measuring the recommended constructs. According to Bloomberg and Volpe (2008), content validity is defined as the sampling adequacy of items for the construct that it measured. While carrying out the study, the researcher submitted the questionnaire to five experts in the field of Psychology and criterion used for evaluating the tools provided by the researcher. According to Mugenda and Mugenda (2009) a researcher would identify difficulties encountered by participants when responding to items in the research instruments only when piloting is carried out.

### **3.6.2 .Validity Analysis of the Research Instruments**

Validity is defined as the degree to which a test measures what it claims, or purports, to be measuring (Creswell, 2003). To ascertain that the instruments were valid, the researcher tested the content validity of the research instruments before administering them to the actual respondents in the study. Content validity is a non-statistical type of validity that involves the systematic examination of the test content to determine whether it covers a representative sample of the behavior domain to be measured. The

researcher’s supervisors from the school of education who experts reviewed the items and ensured that the items covered a representative sample of the behavior domain.

To ensure an improvement of external validity of the instruments was achieved, internal validity of the constructs was tested by using the Kaiser-Meyer-Oklin measure of sampling adequacy (KMO Index) and the Bartlett’s Test of Sphericity (Creswell, 2014). The assessment for each sub-scale was done and the results were summarized as in Table 3.3.

**Table 3.3: KMO and Bartlett’s Test**

Subscale	Kaiser-Meyer-Olkin (KMO index)	Bartlett's Test for Sphericity		
		Approx. Chi-Square	Df	Sig.
Anxiety	.744	988.512	190	.000
Abandonment	.822	1207.404	66	.000
Isolation	.674	245.637	45	.000
Parental attachment	.763	595.216	66	.000
Parental involvement	.856	960.111	78	.000
Parental socio-economic level	.652	443.655	66	.000
Peer pressure	.839	1269.196	136	.000
Motivation	.868	1307.856	66	.000

**Source: Survey data (2019), SPSS Analysis**

Table 3.3 highlights the results of the Kaiser-Meyer-Oklin measure of sampling adequacy (KMO Index) and the Bartlett’s Test for Sphericity for each subscale of the questionnaire. The results revealed that the questionnaires had adequate internal validity. Kaiser (1974) reiterated that the Kaiser-Meyer-Kiln measure of sampling

adequacy index  $> 0.6$  is of adequate internal validity. Likewise, Creswell (2014) recommends that Bartlett's Sphericity test statistic should be less than 0.05 for an adequate internal validity. Bartlett's test for Sphericity are significant ( $p < 0.001$ ,  $p = 0.000$ ) and Kaiser-Meyer- Oklin indexes are all  $> .6$  for all the subscales of the questionnaire. The significance of the study is recounted by the Bartlett's Test for Sphericity which indicates the validity of responses obtained in relation to the problem the research seeks to unearth. From the results it was appropriately concluded that the data met the threshold of adequate internal validity and thus proved suitable for analysis.

### **3.6.3 Reliability of the Research Instruments**

According to Orodho (2009) reliability refers to the degree of consistency and stability of data collection instruments against chance factors and environmental conditions. A measure is considered reliable if a research finding on the same test given twice is similar.

Reliability ensures that there is precision with which data is collected. To ensure that the reliability of the questionnaire, a pilot studies was carried out in two secondary schools. The research instruments were administered to the same pilot group twice after a given interval and the results were compared. The Cronbach's co-efficient alpha of more than 0.7 implied that the research instruments were reliable and therefore the research adopted them.

### **3.6.4 Reliability and Validity Analysis**

#### **Reliability Analysis**

In addition to the use of test-retest to ascertain reliability index of students' questionnaire, the items in each sub scale was measured to establish the measure of

internal consistence. Creswell (2017) explains internal consistence as the degree to which an instrument is error free, reliable and consistent across time and across the various items in the scale. Cronbach's alpha coefficient analysis was used to measure the internal consistency of the instruments, because it is the most consistent test of inter-item consistency reliability for Likert scaled or rating scaled questionnaire. The reliability for multi-item opinion items were computed separately for all the subscales in the students' questionnaires and the coefficient alpha of these variables were reported in Table 3.4.

**Table 3.4: Internal Consistency: Cronbach's Alpha Results for the Questionnaire**

<b>Scale</b>	<b>No. Items</b>	<b>Cronbach's alpha</b>	<b>Conclusion (Reliable/Unreliable)</b>
Anxiety	20	.710	Reliable
Abandonment	12	.784	Reliable
Isolation	10	.745	Reliable
Parental attachment	12	.689	Reliable
Parental involvement	13	.789	Reliable
Parental socio-economic level	12	.644	Reliable
Peer pressure	17	.626	Reliable
Motivation	12	.645	Reliable

**Source: Author (2019), SPSS Analysis.**

Table 3.4 reveals that all the sub-scales met the required level of internal consistency of reliability, with the Cronbach's alpha values ranging from a low of 0.644 (parental socio-economic level questionnaire) to a high of 0.784 (abandonment questionnaire). Oso and Onen (2013) postulated that a coefficient of 0.60 is of adequate reliability while coefficient of 0.70 and above indicates that the instrument has a high inter-item

consistency reliability standard. The Cronbach's alpha for all the subscales reveal that the instruments had adequate reliability for the study. However, an item had to be deleted first in the sub-scales of parental socio-economic level and motivation questionnaires. This resulted to increase in Cronbach's alpha, that is, it caused improvement in the internal consistency in these questionnaires. However, it was noted that all items were now correlated with the total scale to a good degree in all the subscales, deleted the items which did not appropriately hang out well with others. The questionnaires were therefore proved suitable for data collection since they adequately measured the constructs for which they were intended to measure.

### **3.6.5 Piloting**

It was important to conduct a feasibility study to enhance validity of the research instruments. Piloting was done in one of the eight sub counties of Migori County. Two principals, two teachers and 24 students totaling to 28 respondents were involved in the study. This was purposely done because the researcher only wanted to assess the clarity and relevance of the instruments. The items found in the questionnaire found to be inadequate were either discarded or modified to avoid irrelevancy, ambiguity and redundancy before the items were finally used in the collection of data and to increase the validity of the research instruments.

Polit et.al, (2001) describe piloting as a mini study conducted in the field with a few selected schools and participants. They continue to state that a pilot is carried out to help identify problems in the research instrument and to test if the questionnaire can be answered properly by the participants. The problems detected in the questionnaire were corrected by the researcher before the actual data collection.

### **3.7. Data Collection Procedures**

Permission from the school of Graduate Studies of Rongo University to conduct research was sought by the researcher. The researcher having been approved and permitted thereafter proceeded and sought a research permit from the National Commission for Science Technology and Innovation (NACOSTI) and this was done before embarking on the study. The County Director of Education and also the Sub County Directors of Education offices were visited to seek their permission before the commencement of the study. The researcher sought for the principals of the targeted schools to ensure appointments were booked and to establish the appropriate times when the researcher would administer the research tools. Upon the approval of research proposal and research instruments, the researcher proceeded to the field and collected data from the key respondents after receiving an introduction letter from the school of Post graduate studies and Research Department, Rongo University. The researcher administered the questionnaire to randomly selected schools through the heads of the sampled schools. The entire questionnaire had covering letters stating the purpose of the study. The researcher at this stage introduced the questionnaire and stressed on confidentiality as one of the ethics guiding the research. Teachers were instructed to return the completed questionnaires to the researcher. The researcher then collected the completed questionnaires from the sampled field personally. This was done by moving round the selected schools. The administration of the questionnaires took between 45 minutes to 1 hour, interview schedules took between 30 to 45 minutes. The focus group discussions took at most 1 hour. The whole data collection process took at least two months.

### **3.8 Methods of Data Analysis**

Creswell (2017), postulates that once data is collected, there is need for data editing to identify and eliminate errors that might have been made by the respondents. This step enables the completeness of all the questions if answered accurately and if at all the respondents took their time to interpret instructions and questions uniformly. The researcher ensured accuracy and efficient data management of responses through data coding to enable data capturing in statistical package for social sciences (SPSS) Spread sheet. Data from the questionnaires were analyzed quantitatively while those from interviews, documentary analysis and focus group discussions were analyzed qualitatively.

#### **3.8.1 Qualitative data analysis**

According to Orodho (2009) qualitative data are data gathered through open-ended questionnaires and interviews. Qualitative data analysis involves writing and identification of themes and sub-themes through note taking, and then finally editing and making interpretations that make sense out of the data collected. Similarly, Braun and Clarke (2006) postulated that the use of thematic analysis is very crucial as it involves the identification, analysis factor and reporting the patterns within the data to enable the researcher to fully minimize, organize and describe data set in details. The recorded responses on the smart phone were listened to and recorded verbatim, sorted and grouped into themes for analysis using descriptive statistics.

Direct transcription of the responses given during the interviews could not easily be done due to time factor and therefore were tape recorded and transcribed verbatim. For proper management of information, data from open-ended questionnaires were

analyzed based on the themes and sub-themes, and this included organizing materials into themes according to their characteristics, editing, and drawing conclusions from the participants' responses using content analysis. Qualitative data was analyzed through description and aligned to research objectives.

Editing of data proceeded to ensure accuracy and uniformity in the report of the information gathered. The inconsistencies and disregarding blank or missing data were then removed. The questionnaires and interview guides were then summarized and data safely kept waiting for analysis. The presentations of the findings were done in the form of quotes and statements, reporting verbatim

Braun and Clarke (2013) study on thematic analysis refers to non-numeric information such as interviews, video transcript and audio recording and text documents as some of the ways of having qualitative analysis in research interviews and other relevant data collected were coded, familiarized with, formation of themes and sub-themes, reviewing the themes and finally defining them. Familiarization with the data was done by reading and re-reading again noting down initial ideas in each data set. Braun (2013) further observed that the next step involved generation of initial codes by labeling interesting features of the data relevant to the research question systematically across each data item in the data set using highlighters to mark out data extracts and relevant surrounding data to preserve the context.

The next step involved collating codes into potential themes and gathering all data segments relevant to each potential theme. The researcher then reviewed themes by checking if the themes worked for the coded extracts and this was done across the entire data set. Sketching thematic maps to consider how the different codes and themes fitting together then followed. Conclusively, each theme and its collated data were

organized into a coherent account to fit into the overall account in relation to the research questions.

### **3.8.2 Quantitative data analysis**

The analysis of quantitative data utilized both descriptive and inferential statistics. The descriptive statistics used helped to generate frequency tables, percentages, means and standard deviations to explain, exhaustively the facts and issues with the data components. The researcher also used descriptive statistics to find out more facts from the constructs of the independent and dependent variables of the study and was done in correlation to the study objectives. Orodho (2009) postulated that descriptive statistics, frequency counts and percentages should preferably be used to analyze data obtained from closed-ended questionnaires. The cleaning of data, organization and keying them to statistical package for social sciences (SPSS) then followed as is also supported by Cohen and Manion (2011) who reiterated that cleaning data is the process of identifying and removing unreliable data and this is a very important process before it is finally analyzed. For the presentation of the results, the use of tables, pie charts and bar graphs were adopted.

Descriptive statistics notwithstanding, the researcher used inferential statistics to make inferences and draw conclusions. All tests of significance were computed at a significance level of 95% ( $\alpha=0.05$ ). This significance level was reached at since it proved popular and most acceptable significance level. The other 5% percent catered for the error margins. For inferential statistics, Pearson correlation, regression analysis; One-way Analysis of Variance (ANOVA) were used to test the study objectives. Data was also analyzed with the aid of Statistical Package for Social Sciences (SPSS) version 20 as is highlighted in Table 3.5 below.

**Table 3.5: Quantitative Data Analysis Matrix**

<b>Null Hypotheses</b>	<b>Independent variable</b>	<b>Dependent variable</b>	<b>Method of data analysis</b>
There is no statistically significant influence of psychological issues on students' academic performance in public secondary schools in Migori County.	Selected psychosocial issues	Academic performance	-Descriptive -Pearson correlation Regression analysis
There is no statistically significant influence of home-based psychosocial issues on students' academic performance in public secondary schools in Migori County	Home-based psychosocial issues	Academic performance	-Descriptive -Pearson correlation -Regression analysis
There is no statistically significant influence of school based psychosocial issues on students' academic performance in public secondary schools in Migori County	School-based psychosocial issues	Academic performance	-Descriptive -Pearson correlation Regression analysis

### **3.8.3 Diagnostic Tests**

The researcher conducted diagnostic tests on the collected data to ascertain its suitability for Analysis of Variance (ANOVA), correlation and multiple regression analysis. This was done through testing the assumptions of; normality, multicollinearity, independency, heteroscedasticity and homoscedasticity

#### **3.8.3.1 Normality Test Results**

In line with the recommendation by Creswell (2014), the study employed use of Shapiro-Wilk's test (S-W) to interpret the normality of the variables. The researcher continues to state that normality is comparable to the correlation between a given data and its corresponding normal scores, with  $S-W = 1$  when their correlation is perfectly normal. The implication is that a significantly ( $p < .05$ ) smaller S-W than 1 implies that the normality is not met. Hence, the data is normal when Shapiro-Wilk (S-W) is  $\geq .05$ .

Creswell (2014) commends the use of Shapiro-Wilk's test for small and medium samples up to  $n = 2000$ . Table 3.6 is SPSS output showing Kolmogorov-Smirnov and Shapiro-Wilk tests results.

**Table 3.6: Test of Normality of the Data Set**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Anxiety	.051	327	.077	.991	327	.074
Abandonment	.126	327	.000	.926	327	.000
Isolation	.061	327	.055	.993	327	.117
Parental Attachment	.096	327	.000	.965	327	.000
Parental Involvement	.105	327	.000	.949	327	.000
Parental socio-economic level	.072	327	.062	.986	327	.072
Peer pressure	.061	327	.075	.986	327	.073
Motivation	.134	327	.000	.944	327	.000

a. Lilliefors Significance Correction

**Source: Survey data (2019), SPSS Analysis**

From Table 3.6 indicate violation of normality by the variables of “abandonment”, “parental attachment”, “parental involvement” and “motivation”; hence these variables had to be transformed first to remove skewness that was observed in the original data before they were used in inferential statistics. However, it is evident that all the other variables followed normal distribution given that there were no statistical significant differences ( $\text{sig.} < 0.05$ ) noted in any of the variables with their corresponding normal scores that is their sig. values were greater than the prior set value of .05.

### 3.8.3.2 Assumptions of Multi-Collinearity

Multi-collinearity is a condition where there is a predictor variable in the multiple regression model that could be linearly predicted from the other variables with a substantial degree of accuracy. Creswell (2014) postulate that multi-collinearity is excessively high level of inter-correlation among the independent variables in a study,

such that the effects of the independent variables on the dependent variable cannot be separated from each other. Even though correlation matrix is occasionally used to investigate the pattern of inter-correlation among the variables, its use is not adequate. Thus, this study investigated multi-collinearity assumption by examining tolerance and the Variance Inflation Factor (VIF). Table 3.7 shows SPSS output indicating tolerance and Variance Inflation Factors.

**Table 3.7: Tolerance and Variance Inflation Factor (VIF) Statistics**

Model	Collinearity Statistics	
	Tolerance	VIF
Anxiety	.090	8.106
Abandonment	.912	1.097
Isolation	.936	1.068
Parental Attachment	.268	3.733
1 Parental Involvement	.253	3.948
Parental socio-economic level	.090	7.139
Peer pressure	.936	1.069
Motivation	.852	1.174

a. Dependent Variable: Students' academic performance

**Source: Survey data (2019), SPSS Analysis**

Tolerance is the proportion of variance in the predictor that cannot be accounted for by the other predictors. Oso and Onen (2009) assert that a small tolerance value implies that the variable under consideration is almost a perfect linear combination of other independent variables already in the equation and that it should not be added to the regression equation because it is insignificant. The variable's tolerance is  $1-R^2$ , while VIF is its reciprocal. According to Tabachnick and Fidell (2001), a variable whose tolerance values are less than 0.10 and VIF value greater than 10 may need to be investigated. From Table 3.8, it is evident that collinearity conditions were met, given that each of the variables had adequate tolerance (tolerance value  $> .10$ ) and Variance

Inflation Factor (VIF <10), indicating that there was no violation of multi-collinearity assumptions which is a requirement for multiple regression analysis.

### 3.8.3.3 Test for Independence of Observations

This assumption is that the observations in the sample are independent from each other, meaning that the measurements for each sample subject are in no way influenced by or related to the measurements of other subjects. In line with recommendation by Oso and Onen (2009), the Durbin Watson test was used to check if the assumptions of regression that the observations are independent were met, as indicated in Table 3.8.

**Table 3.8: Test of Independence: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.613 <sup>a</sup>	.376	.360	1.24003	1.886

a. Predictors: (Constant), Motivation, Abandonment, Peer pressure, Isolation, Anxiety, Parental Attachment, Parental Involvement, Parental socio-economic level

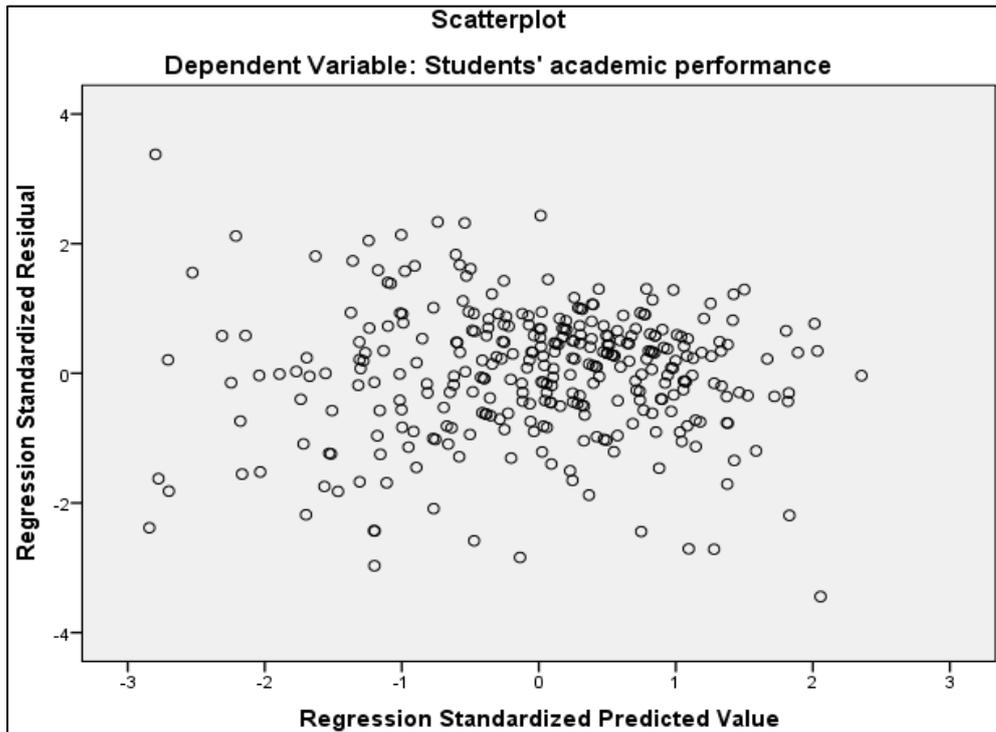
b. Dependent Variable: Students' academic performance

Oso and Onen (2009) indicate that if subsequent observations are not related, the Durbin-Watson statistic should be between 1.5 and 2.5. Table 8 shows that the Durbin-Watson statistic is 1.886 which is between 1.5 and 2.5, implying that the data might not have been auto-correlated, indicating that the assumption of independence was not violated.

### 3.8.3.4 Heteroscedasticity

The study also investigated the assumption of heteroscedasticity, which describes a situation in which the error term is the same across all values of the independent variables. Gravetter and Wallnau (2000) further explains that once a model is well-

fitted, then there should be no pattern to the residuals plotted against the fitted values. If the variance of the residuals is non-constant, then the residual variance is said to be heteroscedastic. This was shown using graphical method by fitting residuals versus fitted (predicted) values, as shown in Figure 3.1



**Figure 3.1: Scatterplot of standardized residuals against standardized predicted values**

**Source: Survey data (2019), SPSS Analysis**

Figure 3.1 shows that the data points formed almost pattern less cloud of dots symptomatic of heteroscedasticity. Heteroscedasticity is disguised when the scatter is not even and have no definite patterns. Therefore, the assumption of heteroscedasticity, which refers to equal variance of errors across all levels of the independent variables, was not significantly violated. This means that the assumption that errors were spread out consistently between the variables, indicating that the variance around the regression line was the same for all values of the predictor variables, was upheld.

### **3.9 Ethical Considerations**

Kombo and Tromp (2006), note that researchers whose subjects are people or animals must consider the conduct of their research, and give attention to the ethical issues associated with carrying out their research. Ethical measures are principles which the researcher bound himself when conducting his research (Schulze, 2002). In this study, the researcher will follow the following research ethics as stated by Kothari (2009).

1. **Permission to conduct the research:** In this study, the researcher sought the permission from the School of Education to apply for research permit from Ministry of Education, Science and Technology. An introductory letter was also presented to the relevant office so as to carry out the research.
2. **Informed consent:** Participants were given enough information pertaining to the study before the administration of the research instrument. The possible benefits and value of the study was also explained to the participants. The participants were able to sign the consent forms that were availed.
3. **Confidentiality and Anonymity:** The researcher was responsible at all times vigilant, mindful, and sensitive to human dignity. In this study, participants' confidentialities were not compromised, as their names would not be used or appear in the collection of data. No private or secret information was divulged since the right of confidentiality of the participants was highly respected.
4. To establish good working relationship with the participants, the researcher endeavored to develop a rapport with them.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.0 Introduction**

This chapter presents the findings, results and interpretation as indicated in the research methodology. This chapter is sub-divided into sections and subsections and the findings presented are based on the objectives, research questions and hypothesis. The quantitative and qualitative findings have been presented and analyzed using both descriptive and inferential statistics. Descriptive statistics were used to give summaries of the constructs of the independent and dependent variables, describe the views of the respondents on each sub-scale. These were later presented in form of frequency tables, graphs and charts. The statistics that were used in making inferences and drawing conclusions included Pearson Product-Moment of Correlation and multiple regression analysis. The researcher used inferential statistics to aid in the investigation of the the relationship between the variables of the study. All tests of significance were computed at  $\alpha = 0.05$ . For the analysis of quantitative data, Statistical Package for Social Sciences (SPSS) version 21.0 was adopted. For the analysis of qualitative data, the research adopted a thematic analysis approach to analyze the views of the respondents.

#### **4.1 Demographic Information of the Respondents**

The study involved Principals and teachers who were Heads of Guidance and Counseling Department. The interviewed principals and teachers' logistics is outlined below. Table 4.1 summarizes the return rate of the principals and teachers who were Heads of Guidance and Counseling Department in the sampled schools.

**Table 4.1: Principals and Teachers interviewed**

<b>Respondents</b>	<b>Targeted No</b>	<b>Interviewed</b>	<b>Return rate</b>
Principals	56	30	53.57%
Teachers (G& C heads)	56	26	46.43%

The findings in Table 4.1 showed that out of 56 principals and teachers, only 30 (53.57%) and 26 (46.43%) respectively availed themselves to be interviewed. The researcher felt that the number was quite representative as is supported by Mason (2010) who supports that an extremely large number of participants to be interviewed might be cumbersome and suggests, that anywhere from 5 to 50 participants as adequate. The 30 and 28 principals and teachers respectively were therefore considered appropriate for qualitative data analysis for this study.

#### **4.2 Age of the Respondents**

The researcher considered the ages of the principals and teachers participating in the study as important as this was treated valuable in establishing the experience and expertise that principals and teachers have in their profession. Table 4.2 below shows the ages of the principals and teachers.

**Table 4.2: Ages of the principals and teachers**

<b>Years</b>	<b>Principals</b>		<b>Teachers</b>	
	<b>F</b>	<b>%</b>	<b>f</b>	<b>%</b>
25 and below	Nil	0	4	13.33
26 -34	3	10	16	53.33
35-40	12	40	5	16.67
45 and above	15	50	5	16.67
<b>Total</b>	<b>30</b>		<b>30</b>	<b>100</b>

The findings of the study indicated that majority of the principals involved in the study interviewed were older above 15 years which is 50% as is confirmed in Table 4.2. It was however noted that more of the principals felt at the age of 26 years.

#### 4.2.1 Students Return Rate Questionnaire

The study was designed to establish the views of the students in relation to the influence of the psychosocial issues on their academic performance. Table 4.3 gives the overview of the return rate of questionnaires from the sampled students and a justification of the adequacy of the questionnaires for this particular study.

**Table 4.3: Questionnaire Return Rate**

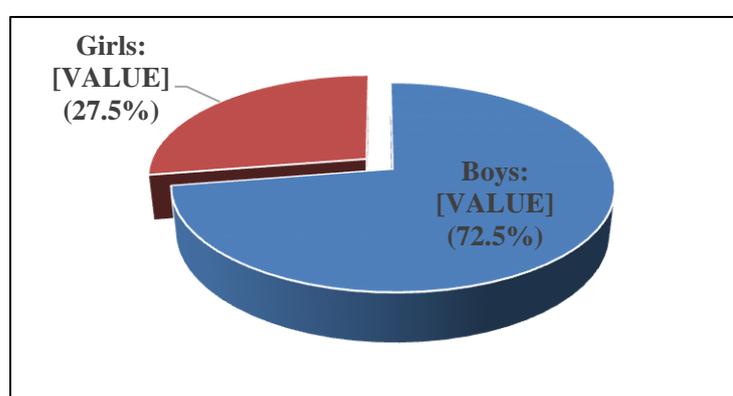
<b>Respondents</b>	<b>Questionnaires administered</b>	<b>Questionnaires returned</b>	<b>Return rate (%)</b>
Students	379	327	86.3

Source: Survey data (2018)

The targeted population of the form threes totaled to 379 students. The researcher administered the questionnaires to the students and out of this population, a total of 327 of the respondents returned their questionnaires, translating to an overall response rate of 86.3%. Creswell (2017) recommends that a response rate of 50% is adequate, 60% is good and 70% and above is excellent for analysis and reporting on a survey study like in this case. Based on this assertion, the current study's response rate of 86.0% is therefore excellent as it sufficiently represented the target population. The above response rate was achieved since the researcher personally administered the questionnaires and the respondents were pre-notified of the intention of the study. It was also due to extra efforts that was made in form of visits to the respondents to fill-in and return the questionnaires, the researcher made follow up calls to clarify queries as well as prompt the respondents to fill the questionnaires.

### 4.2.3 Demographic Information of the Students

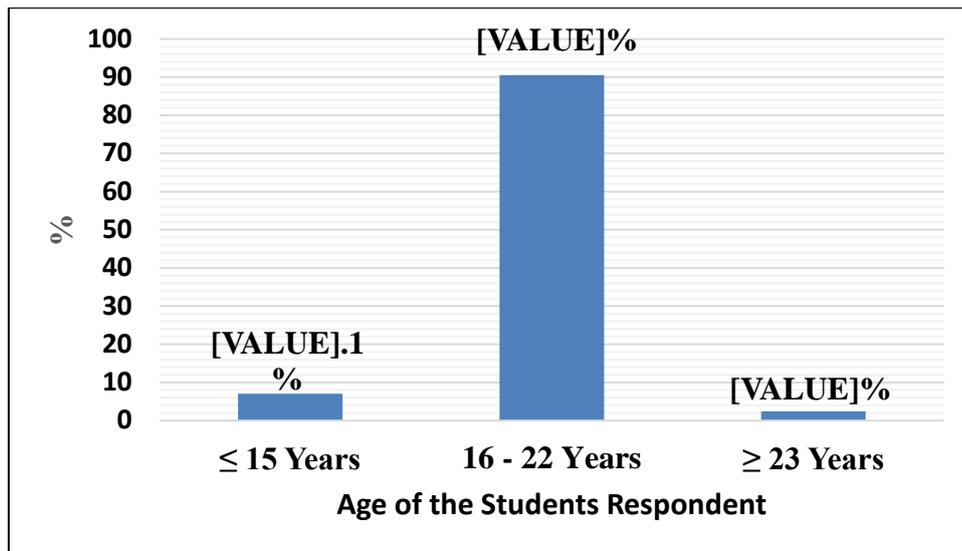
It was prudent to investigate the background information of the students who took part in the study, as it was considered necessary for the determination of whether they were representative enough in terms of their demographic characteristics for the generalization of the results of the study. The demographic information investigated included gender, age, class, religion and whether the students were in boarding or day school. Figure 4.1 shows the summary of the gender distribution among the student respondent



**Figure 4.1: Gender Distribution of the Students**

**Source: Survey data (2019)**

From Figure 4.1 on distribution of gender, the statistics showed that a majority of the respondents were male students. Female students were only 89 (27.5%) of the student respondents, implying that there is gender disparity in terms of secondary school student enrolments in Migori county. This data of girl child enrolment basically concurred with the report by Basic Education Statistical Reports (2014) which had indicated that gender parity had not been fully achieved in secondary schools in Kenya. In addition, the finding is close to the recent survey conducted by UNICEF (2018) which established that in Kenyan secondary schools, majority of the students enrolled in secondary schools are males. However, it is noted that all the gender was represented in the study, indicating that generalization of the results is appropriate.



**Figure 4.2: Age Distribution of the Respondents (n=327)**

**Source: Survey data (2019)**

The graph in figure 4.2 displayed the ages of the students and showed that majority of the students who took part in the survey were aged between 16 and 22 years. The results were not any surprise since the study targeted students from form three and most of the students in form three are about 16 and 17 years of age. However, other age groups were also represented in the study, making generalization of the results applicable.

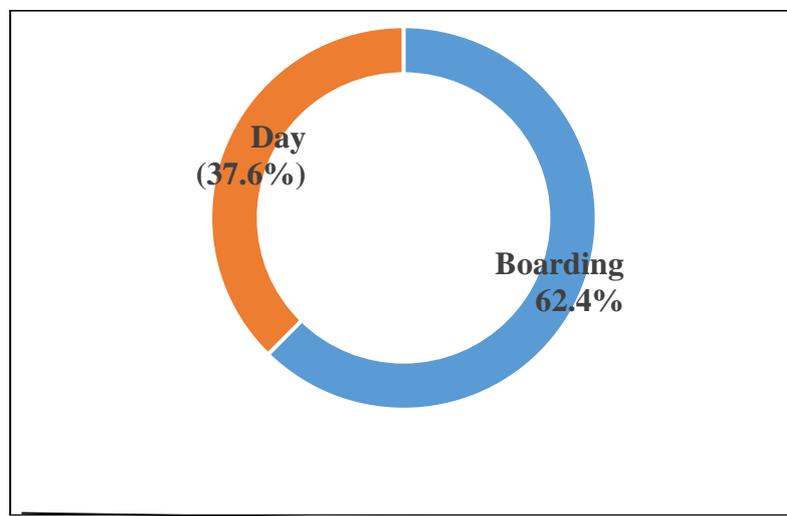
**Table 4.4: Respondents' Religion (n=327)**

Frequency	Frequency	Percent	Cumulative Percent
Catholic	120	36.7	36.7
Protestant	129	39.4	76.1
Muslim	62	18.9	80.4
Others	14	4.3	81.0
Pagan	2	0.7	100.0
<b>Total</b>	<b>327</b>	<b>100.0</b>	

**Source: Survey data (2019)**

Religious issues also play important roles in shaping the academic growth of the youths in different congregations. The study sought to establish the religion of the respondents

and results displayed in the above table unveiled that majority of the respondents were either Catholics (38.8%) or Protestants (39.4%). However, other religions were also represented in the study, with close to a fifth (18.6%) of them being Muslims.



**Figure 4.3: Type of Respondents' School (n=327)**

**Source: Survey data (2019)**

On the type of secondary schools of the student respondents, the results of the survey established that although majority 62.4% of them were in boarding schools, a significant proportion of them were in day secondary schools. This reflects the fact that the sampled students' background mirrored the characteristics of target population and the results of the survey could easily be generalized in Migori County with very minimal precaution.

#### **4.3 Psychological Issues and Students' Academic Performance in Public Secondary Schools**

The study had objectives used to guide the study. The first objective sought to establish the contribution of psychological issues on students' academic performance in public secondary schools in Migori County. The respondents' views on the influence of psychological issues on their academic performance were sought through filling in

questionnaires on psychological issues. The psychological issues investigated were anxiety, abandonment and isolation issues. The respondents were presented with Likert scaled questionnaire with responses ranging from Strongly Disagree (1) to Strongly Agree (5). Their responses were summarized in mean and standard deviation separately for each aspect of psychological issues.

#### 4.3.1 Psychological issues -Anxiety Level

The first issue examined in this section was anxiety and according to Bouras and Holt (2007), anxiety refers to psychological and physiological state characterized by physical, emotional, cognitive components that create a feeling of fear, uneasiness and dread. They consider anxiety as a normal response to stress. Table 4.5 presents the research findings;

**Table 4.5: Summary of the views of students on anxiety levels with regard to academic performance**

<b>ITEM</b>		<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>MEAN</b>	<b>SD</b>
1. Anxiety affects my learning	<b>F</b> <b>%</b>	24 7.3	19 5.8	25 7.6	100 30.6	159 48.6	<b>4.07</b>	<b>1.21</b>
2. Anxiety disorganizes my cognitive ability.	<b>F</b> <b>%</b>	28 8.6	54 16.5	31 9.5	98 30.0	116 35.5	<b>3.67</b>	<b>1.33</b>
3. Anxiety results to failure leading to poor performance	<b>F</b> <b>%</b>	43 13.1	21 6.4	21 6.4	109 33.3	133 40.7	<b>3.82</b>	<b>1.37</b>
4. Anxious people can always concentrate on their studies.	<b>F</b> <b>%</b>	153 46.8	81 24.8	25 7.6	37 11.3	31 9.5	<b>2.12</b>	<b>1.36</b>
5. Anxiety results to confusion when I am preparing for exams	<b>F</b> <b>%</b>	51 15.6	36 11.0	25 7.6	105 32.1	110 33.6	<b>3.57</b>	<b>1.44</b>
6. When I am talked to before exams I feel less anxious	<b>F</b> <b>%</b>	57 17.4	62 19.0	41 12.5	95 29.1	72 22.0	<b>3.19</b>	<b>1.42</b>
7. I experience visible signs of nervousness such as sweaty palms, shaky hands and so on right before a test	<b>F</b> <b>%</b>	96 29.4	75 22.9	29 8.9	72 22.0	55 16.8	<b>2.74</b>	<b>1.50</b>
8. I feel nauseated before a test.	<b>F</b> <b>%</b>	94 28.7	82 25.1	28 8.6	67 20.5	56 17.1	<b>2.72</b>	<b>1.49</b>

9. I have “butterflies” in my stomach before a test.	<b>F</b>	135	81	25	50	36	<b>2.30</b>	<b>1.42</b>
	<b>%</b>	41.3	24.8	7.6	15.3	11.0		
10. I read through the test and feel that I do not know any of the answers	<b>F</b>	83	94	49	61	40	<b>2.64</b>	<b>1.36</b>
	<b>%</b>	25.4	28.7	15.0	18.7	12.2		
11. I panic before and during a test	<b>F</b>	79	102	31	75	40	<b>2.68</b>	<b>1.38</b>
	<b>%</b>	24.2	31.2	9.5	22.9	12.2		
12. My mind goes blank during a test.	<b>F</b>	104	95	37	49	42	<b>2.48</b>	<b>1.40</b>
	<b>%</b>	31.8	29.1	11.3	15.0	12.8		
13. I remember the information that I blanked once I get out of the testing situation.	<b>F</b>	47	46	34	97	103	<b>3.50</b>	<b>1.42</b>
	<b>%</b>	14.4	14.1	10.4	29.7	31.5		
14. I have trouble choosing answers.	<b>F</b>	67	101	32	83	44	<b>2.80</b>	<b>1.37</b>
	<b>%</b>	20.5	30.9	9.8	25.4	13.5		
15. I make mistakes on easy questions or put answers in the wrong place.	<b>F</b>	57	55	29	97	89	<b>3.32</b>	<b>1.47</b>
	<b>%</b>	17.3	16.5	8.7	29.7	27.0		
16. I have trouble sleeping the night before a test	<b>F</b>	123	71	23	51	59	<b>2.55</b>	<b>1.55</b>
	<b>%</b>	37.6	21.7	7.0	15.6	18.0		
17. My teachers do listen to me when I am anxious.	<b>F</b>	89	58	43	79	58	<b>2.87</b>	<b>1.49</b>
	<b>%</b>	27.2	17.7	13.1	24.2	17.7		
18. I feel I should disclose to my teachers when I am anxious.	<b>F</b>	77	69	50	70	61	<b>2.91</b>	<b>1.45</b>
	<b>%</b>	23.5	21.1	15.3	21.4	18.7		
19. I normally share with my friends when I am anxious.	<b>F</b>	60	59	26	109	73	<b>3.23</b>	<b>1.45</b>
	<b>%</b>	18.3	18.0	8.0	33.3	22.3		
20. My teachers know when I am anxious and always help me.	<b>F</b>	102	77	30	63	55	<b>2.67</b>	<b>1.50</b>
	<b>%</b>	31.2	23.5	9.2	19.3	16.8		
<b>Mean average anxiety level</b>							<b>2.09</b>	<b>0.56</b>

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**Source: Survey data (2019)**

The table displayed the respondents’ views on anxiety as applicable to them. The responses showed that there is a moderate level of anxiety among the students in the public secondary schools in Migori County. This was reflected in the average mean rating of 2.99 (SD=0.56) in the anxiety scale of 1 to 5. The findings of the survey established that many of the students exhibit presence of psychological stress which was characterized by a feeling of fear, worry, uneasiness, and dread. Further, the table on the responses similarly showed a significant proportion of the students who were

sampled displaying (mean=2.74; SD=1.50) notable indicators of nervousness such as sweaty palms, shaky hands and other signs before the administration of a test. Almost a similar number of the students indicated that they always (mean=2.72; SD=1.49) feel nauseated before a test, some others said they sometimes (mean=2.30; SD=1.42) have “butterflies” in their stomach before they sit for a test and more than a half (mean=2.68) of them agreed that they usually panicked before and during a test. The analyzed responses and findings concurred with Bouras et.al (2007) observation that when the level of anxiety rises and exceeds the optimal level, the results would be the decline in the rate of the academic performance of a learner who happens to be a victim of consequence and is experienced the other way round.

The table above also outlined that a section of the students observed that their minds occasionally at a mean of =2.48 went blank during a test and when they read through the test they would sometimes (mean=2.64) feel that they do not know any of the answers. However, what came out is that many students revealed that they always (mean=3.50) remembered the information that they blanked once they get out of the examination environment. Equally, the respondents accepted that they occasionally had trouble sleeping the night before a test. This is a sign associated to anxiety disorder translating to anxiety mean rating of 2.55 (SD=1.55). The above findings also agreed with what Afolayan et al. (2013) on the relationship between anxiety and academic performance of nursing students in Niger Delta university Nigeria where they observed that stress levels affect learning and memory loss consequently leading to increase in the level of anxiety. As the level of anxiety increases in the students, there is the prediction of abnormality in the students as they backtrack and tend to forget what has been done and what has not been done. The above situation could lead to total

disorientation consequently leading to low cognitive functioning and dismal academic performance.

The responses from the students equally indicated the influence of anxiety to students' academic performance; most of the students held a strong belief (mean=4.07; SD=1.21) that anxiety affected their learning and by extension, their academic performance. This was confirmed by the fact that some students experience unpretentious problem in academics. For example, a significant majority of the students who took part in the survey accepted that anxiety disorganizes their cognitive ability, reflecting to a mean of 3.67 (SD=1.33) on the influence on academic performance. This finding agrees with National Institution of Mental Health USA (2008) report that anxiety is a global problem affecting mainly children and adolescents academic achievements.

Further analysis showed that most of the students whose views were captured during the study held a strong (mean=3.82; SD=1.37) conviction that anxiety results to failure leading to poor performance. In fact, they rejected the researcher's assertion that anxious people can always concentrate on their studies, as reflected by a low response mean rate of 2.12 (SD=1.36). They attributed negative influence of anxiety to academic performance on the fact that it deters the ability of a student to adequately concentrate and prepare academically. For instance, anxiety results to confusion (mean=3.57; SD=1.44) when the students are preparing for exams and others (mean=2.80) develop trouble of choosing correct answers. In fact, a respectable proportion (mean=3.32; SD=1.47) of the students who participated in the study agreed that they sometimes made mistakes on easy questions or put answers in the wrong place, as a result of being confused due to anxiety. Carter et.al (2008) on his view supported the phenomenon that

abnormal level of anxiety interferes with school functioning and could totally disorientate the cognition of a student. Alternatively, a normal range level of anxiety in an individual is a driving force in the accomplishment of given tasks. Being anxious does not automatically imply worst school functioning and indeed may to a certain extent be motivating and enhancing to academic performance. Ideally most students will accomplish given tasks within the stipulated time only when subjected to level of mild anxiety.

Nevertheless, the findings revealed that most of the students were of the general opinion that they can be helped out of the status of anxiety. For example, more than three out of five (mean = 3.19; SD=1.42) of the surveyed students observed that when they are talked to before exams they always feel less anxious. The findings concurred with Putman (2010) who observed that individuals experiencing high levels of test anxiety are more likely to worry about the outcomes of the tests done, compare their abilities to others, or dwell on the notion that they are not fully prepared for the exam, and they could probably do that particular exam another time when they are psychologically prepared.

Since the study did not only capture the students, principals and guidance and counseling teachers views were sought and their responses on students anxiety analyzed qualitatively.

The researcher conducted interview schedule for the principals and focus group discussions for the students. These were carried out to ascertain the contribution of anxiety on students before an exam. A principal from one of the secondary Schools in the County interviewed had the following to say;

*“Our students are normally prepared and usually are at ease and relaxed before they sit for exams and during the exams periods.They will pass since I am sure they are well prepared psychologically.*

*Moreover, the tradition in our school is excellence and faithful service; every student get inspired with this slogan /motto and for this case, all the students will want to perform excellently. What teachers do is only to instil the confidence and always talk to them even if the exams are certainly difficult and challenging. What I strongly believe in is that students will probably fail if their level of esteem is not boosted and neglected never to be encouraged as they pursue their studies” (PR 16)*

Discussions from the focus group also pointed at same findings with most students alluding to the fact that talk therapy is the best method to help students achieve their educational pursuits. One of the students reported that;

*We become so anxious when we are neglected by our teachers as we face challenges in difficult subjects. In fact, even if an exam is difficult, the encouraged students will always perform a bit better since their hopes and aspirations have been motivated by their teachers” (Participant 3 FGD 5)*

However, some student respondents confirmed that they usually (mean=2.91) feel that they should disclose to their teachers when they are anxious. There was need to ascertain if students disclose to the teachers if they are anxious during exam periods. The interviewed guidance and counseling personnels confirmed the occurrence of anxiety to a number of their students towards their academic adjustments. One of the teachers from one of the schools had the following to comment;

*Our students with psychological problems like anxiety, depression and other psychological issues normally disclose to us the challenges they undergo i.e. dismal performance in school, stress due to teachers' expectation of better grades. Most of these students confirm lack of sleep during exams, we as counselling office talk to them and we believe this has helped them feel less anxious during exams thereby improving their academic standards from the below average standards they were in before the intervention of the counselling services (HOD 10)*

Another teacher of guidance and counselling interviewed had the following to say,

*Most of our students do not take lunch during exams and when asked, they claim there is no appetite for food since they are so anxious if they will pass the exam or not (HOD 15)*

They asserted that their teachers do listen to them when they are anxious and some of them alluded that their teachers would tell when they are anxious and always help them out of it. Similarly, many of the students said that they normally (mean=3.23) would talk to their friends to help them come out of anxious situations and this concurred with the research findings of Hamid et al. (2014) who provided empirical evidence supporting both the interference and additive models of test anxiety. Their study induced various levels of self-awareness during a performance task to stimulate salient cognitive interference. Students who exhibited test anxiety reported high levels of concern about performance across all conditions of the task revealing the stable trait component of test anxiety.

From qualitative data, most of the principals interviewed were in agreement that a number of students become so nervous during exam periods. One of them had this to say;

*‘Due to our school expectation and standard setting, we normally strategize with form threes since it is at this level that we would know the kind of candidates we would have the following year. Teachers ensure that their subjects are well performed. Nevertheless, when students take exams of specific subjects, they get so nervous and they feel they were going to fail the tests. A number of the students panic as they feel they did not revise well before they went for the exam. A section of the students even forget to answer even the simple questions correctly. The students would at times discuss with their friends what they undergo during exam periods’ (PR 16).*

Another principal reported;

*Most of the female students experience a lot of anxiety during exams especially during science and mathematics exams. They believe these subjects are meant for the boys. The girls will always disclose to their friends that technical subjects can only be handled by boys’ (PR 12.)*

Focus group discussions which were conducted with the students showed the same result. Majority of them reported the presence of anxiety in them during exams. During the discussions, one of the respondents had the following to comment;

*Teachers are very harsh as they supervise exams, they keep on walking in between the rows and this really makes most of the students to fear. Some of us students even shake, sweat and concentrates less on the exam only to think of the outcome of the test and punishments for those who will have failed to reach the pass mark” (participant 5 FGD 6)*

From the views of the excerpts above it is evident that students’ academic standards went down due to increased prevalence of psychological disorder in their lives. Any time the students were not supported psychologically, through counselling, they would perform dismally an indication that psychological disorders influences academic standards of students. Similarly, Alarm (2013) study in America established that students who exhibited higher self-esteem had higher academic achievement levels compared to the students who had lower self-esteem consequently posting a considerably lower academic achievement. The conclusion of the study was therefore that a negative relationship between test anxiety and self-esteem of students was evident in a number of the students

America psychiatric Association (2013) observes that as individuals go from Grade school, College, the level of difficulty increases as well as the pressure to perform well. This in most instances lead to poor academic adjustment. In Nigeria, Adewuyi et al. (2012) study confirmed poor academic performance of students with high levels of anxiety than those with low anxiety who considerably performed better. Further research conducted by Akanbi (2010) reported that high test anxiety reduced secondary school student’s academic performance in science. However, Sari et al. (2018) study in America commented on test anxiety that the development of self-esteem is considered to be shaped by adolescents learning experiences. These experiences are lived processes

and encompass individual's perspective and qualities of the self. This may alternatively lower the cognitive developments when the experiences were not objectively and subjectively driven.

#### 4.3.2: Psychological issues - Abandonment Level

The other area of study was on the issue of abandonment. The term abandonment according to Schoenfelder et.al (2011) reiterates that it is the state in which physical and emotional care is not met or provided by a care giver. This state consequently leads to fear, feelings of insecurity, lack of emotional intimacy and low self –esteem. The factors observed by the researcher could lead to poor academic adjustment and achievement in schools if intervention measures are not sought out in good time. Abandonment is therefore a serious psychological issue experienced by students in the learning institutions.

Table 4.6 shows the summary of the views of students on abandonment levels and with regard to academic performance.

**Table 4.6: Ratings on Abandonment Scale**

ITEM		SD	D	N	A	SA	MEAN	SD
1. I feel my parents do not support me as they should.	<b>F</b>	200	63	9	27	28		
	<b>%</b>	61.2	19.3	2.8	8.3	8.6	<b>1.84</b>	<b>1.31</b>
2. My parents support my other siblings more than	<b>F</b>	200	68	20	22	17	<b>1.74</b>	<b>1.16</b>
	<b>%</b>	61.2	20.8	6.1	6.7	5.2		
3. My parents do not care even if what I do is right or wrong.	<b>F</b>	212	74	12	15	14	<b>1.61</b>	<b>1.05</b>
	<b>%</b>	64.8	22.6	3.7	4.6	4.3		
4. My parents ignore my feelings about difficult situations when I am a	<b>F</b>	166	70	16	42	33	<b>2.10</b>	<b>1.41</b>
	<b>%</b>	50.8	21.4	4.9	12.8	10.1		
5. My parents make sure I get enough sleep.	<b>F</b>	39	39	22	121	106	<b>3.66</b>	<b>1.35</b>
	<b>%</b>	11.9	11.9	6.7	37.0	32.4		
6. No parents is interested in my	<b>F</b>	153	81	18	37	38	<b>2.16</b>	<b>1.41</b>

activities or hobbies	%	46.8	24.8	5.5	11.3	11.6		
7. I am never helped by my parents to do homework	<b>F</b>	110	64	14	65	74	<b>2.78</b>	<b>1.61</b>
	%	33.6	19.6	4.3	19.9	22.6		
8. I am not praised by my parents even after an excellent performance in school	<b>F</b>	168	97	11	23	28	<b>1.92</b>	<b>1.26</b>
	%	51.4	29.7	3.4	7.0	8.6		
9. My parents do not tell me they love me.	<b>F</b>	149	78	30	31	39	<b>2.18</b>	<b>1.40</b>
	%	45.6	23.9	9.2	9.5	11.9		
10. Parents do not show interest in my grades in school	<b>F</b>	212	64	10	26	15	<b>1.68</b>	<b>1.14</b>
	%	64.8	19.6	3.1	8.0	4.6		
11. They do not care if I get into a problem in school.	<b>F</b>	205	83	11	16	12	<b>1.61</b>	<b>1.02</b>
	%	62.7	25.4	3.4	4.9	3.7		
12. Parents do not show interest in my grades in school.	<b>F</b>	215	68	6	18	20	<b>1.65</b>	<b>1.15</b>
	%	65.7	20.8	1.8	5.5	6.1		
<b>Mean average level of abandonment</b>							<b>2.08</b>	<b>0.70</b>

**Source: Survey data (2019)**

The analysis of the variable abandonment confirmed a general low level of abandonment among the secondary school students in the County. Using a scale of 1 to 5, the students rated their level of abandonment at 2.08 (SD=0.70), an indication that many of the respondents involved in the study did not suffer or rather suffered very little level of abandonment, if any. For example, when the students were asked whether or not their parents adequately supported them, only a negligible proportion (mean=1.84; SD=1.31) of them alluded that their parents did not support them as they should. Some of them, though very few, held the belief (mean=1.74; SD=1.16) that their parents supported their other siblings more than them. Likewise, only very few (mean=1.61) of them accepted that their parents do not care even if what they do is right or wrong. In one of the research conducted by Moore (2016) reported a significant

relationship between race and academic performance, and grade level and academic performance.

On the flip flop, it emerged that a significant proportion (mean =3.66; SD= 1.35) of the respondents observed the attention accorded to them by the parents to ensure they had enough sleep an indication of lack of abandonment of the students. However, more than two out of every five (mean= 2.10; SD=1.41) of the students who were surveyed alluded that their parents ignore their feelings about difficult situations, a reflection of some level of abandonment. Similarly, some of the students believed (mean=2.16) that none of their parents is interested in their activities or hobbies. Many (mean=2.78; SD=1.61) of the students are never helped by their parents to do homework given in school. In fact some of them, though very few (mean=1.68), believe that their parents are not interested at all in their grades in school.

According to Thabane and Kasiram (2015), abandonment creates risks for the well - being of children, while compromising their prospects for social adjustment and advancement. This creates and mounts pressure on a country's fiscal base through probable lifelong dependence on public resources. The lack of interest by parents, implying abandonment of the students, was exhibited by the assertion of some students (mean =1.91) that they are not praised by their parents even after an excellent performance in school. They alluded that their parents do not openly tell them that they love them and they hold the feeling, an indication of some element of abandonment. Students who come from broken homes where the children are abandoned and uncared for would always perform poorly in class work since they worry a lot and in state of doing things of their own choice. A study conducted by Alika and Edosa (2016)

commented on the same by reiterating that there is a significant relationship between broken homes and academic achievement of students. The analysis done showed that female students from broken homes performed better in their studies than the male students from the broken homes, an indication that females were somewhat responsible than the boys. Moreover, the result showed that socio-economic status of families could lead to the situation of one of the parents abandoning the home and this could impact negatively and adversely on the academic performance of children from such homes. The qualitative findings however were not in agreement with some of the above findings. A principal from one of the secondary schools commented and reported the following during the interviews;

*‘Our female students, who had conceived, gave birth and went back to school suffered from this menace of abandonment. Some of them get fees from their boyfriends and those whom they call ‘sponsors’ they give reports of abandonment from their parents as they believe these girls disappointed them due to early pregnancies’ (PR 8)*

Qualitative findings through interviews, focus group discussions conducted revealed the prevalence of some level of abandonment. The following observations were made by the following respondents;

*Students who are reared by fathers alone i. e no mothers are not visited during parents’ days and such students show low levels of esteem and this has made them feel less important and consequently have failed in exams (PR, 21).*

Another principal observed the following;

*Students are well attended with the exception of a few parents who come from hardship areas whose children at times fail to be sent transport as other students go back home when the school is closed during holidays (HOD, 26)*

Contrary to the observations from the above principal, another principal had a different view to give as pertains to abandonment of students. The following were the comments from the respondent;

*Students from my school have always confirmed that their parents show great concern in their studies. The parents of such children make follow ups towards the progress of their children. I believe there is no form of abandonment ever experienced in our school from parents towards their children (PR 19)*

A close analysis from the documentary analysis also showed that most of the abandoned students came from single parent's homes where there is division between the two parents. In such situations the children do not know where to fully incline to for their emotional, psychological 'physical support. Such students have posted poor results.

*The abandoned students are truants, problematic and are a burden at home. Their parents disclose to us that they wish there were no holidays for students to go back home. Indeed parents feel relieved when their sons and daughters are in school rather than when they are at home on holidays .It is indeed a sign of relief for parents when schools open (PR 16)*

The qualitative findings from interviews with principals revealed that there were some level of abandonment by parents, the Heads of guidance and counseling confirmed that most parents took a lot of responsibility in following the academic progress of their children. Based on the above facts, Nusinovici et al. (2018) in their study asserted that an association existed between parental separations and a notable low academic performance of children aged five years. Even though it was a finding for only those children exhibiting difficulties at school as tasks assigned to them, another observable low academic standards achievement occurred when parental separations took place between 3 and 5 years after the child's birth. Parental separation was therefore linked to low level of these children's levels of motivation, autonomy, and psychological expansiveness.

### 4.3.3 Psychological Issues-Isolation Scale

The views of the students on isolation a psychological issue were examined. The variable isolation was another important factor that the study examined to establish the influence it has on students' academic performance. The table below is a summary of the means and standard deviations of the respondents' views as far as isolation was concerned.

**Table 4.7: Ratings on Isolation Scale**

<b>Indicators of Isolation</b>		<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>MEAN</b>	<b>SD</b>
1. I feel bad when isolated by my fellow students	<b>F</b>	37	33	13	86	158	3.90	1.39
	<b>%</b>	113.	10.1	4.0	26.3	48.3		
2. I feel isolated by my teachers in school	<b>F</b>	100	90	28	60	49	2.60	1.46
	<b>%</b>	30.6	27.5	8.6	18.3	15.0		
3. I feel belittled when the teacher points at others in class and not me	<b>F</b>	69	70	41	84	63	3.01	1.45
	<b>%</b>	21.1	21.4	12.5	25.7	19.3		
4. In most cases, I feel isolated during group work in class.	<b>F</b>	120	83	27	52	45	2.45	1.46
	<b>%</b>	36.7	25.4	8.3	15.9	13.8		
5. My peers always run away from me in class.	<b>F</b>	133	109	24	30	31	2.13	1.30
	<b>%</b>	40.7	33.33	7.3	9.2	9.5		
6. I am not always nominated to represent the group in giving	<b>F</b>	95	112	34	48	38	2.46	1.35
	<b>%</b>	29.1	34.3	10.4	14.7	11.6		
7. I feel encouraged when I am isolated and this even makes me work more harder	<b>F</b>	105	51	27	57	87	2.91	1.64
	<b>%</b>	32.1	15.6	8.3	17.4	26.6		
8. Teachers attitude of grouping low achiever and high achiever hurts me and demotivates me in learning	<b>F</b>	91	47	26	56	107	3.13	1.65
	<b>%</b>	27.8	14.4	8.0	17.1	26.6		
9. When isolated, I perform poorly in my class work exams	<b>F</b>	92	80	17	55	83	2.87	1.59
	<b>%</b>	28.1	24.5	5.2	16.8	25.4		
10. It is normal to me even if others in class hate me.	<b>F</b>	97	76	21	72	61	2.77	1.53
	<b>%</b>	29.7	23.2	6.4	22.0	18.7		
<b>Mean average level of Isolation</b>							<b>2.82</b>	<b>0.61</b>

Source: Survey data (2019)

From Table 4.7, the analysis of the respondents' views on isolation indicated that there is a modest level of isolation being felt by the secondary school students in Migori Country. This was interpreted by the mean average rating of 2.82 (0.61) in the scale of 1 to 5. Most of the indicators of isolation rated above 2.50 revealed that some of the students lacked social connections to their teachers and peers, meaning they do not only have a friendship network, nor do they participate in the activities connected with others in school. According to Massey and Fischer (2002), segregation is a form of isolation and it influences college academic performance of students in a variety of ways. They observed that growing up under conditions of high Segregation significantly lowered later academic performance among black and Latino College students.

Further analysis showed that more than one out of every two students who took part in the survey occasionally (mean=2.60; SD=1.46) felt isolated by their teachers in school. In most cases (mean=2.45; SD=1.45), they felt isolated during group work in class, as most of them argued that they are not always nominated to represent their group in giving presentations. Likewise, it emerged that to some extent some students get isolated by their fellow students. This was confirmed by at least some students who agreed (mean=2.13; SD=1.30) that their peers sometimes run away from them in class, an indication of isolation by peers. Shupe, and Geof Yager (2016) research concurred with this as they asserted that there is a relationship between student achievement in elementary and secondary school and their self-concept and social isolation behavior and thus any isolated student would in most cases lose the track should the situation remain uncontrolled.

On the influence of isolation on academic achievement, it emerged that respondents held varied opinions, with some of the students feeling bad when they are isolated and others not caring whether or not they are isolated. For instance, quite a respectable proportion (mean=3.90) of the students indicated that they feel bad when isolated by their fellow students, others feel belittled (mean=3.01) when the teacher only points at other students in class and does not recognize them. Equally, teacher's attitude of grouping low achiever and high achiever hurts (mean=3.13) some students and demotivates them in learning.

Hafiz (2017) in his research work postulated when students experienced feelings of loneliness, there was great impact on their academic participation coupled with the success level. There existed a negative correlation at a low level.  $r = -0.136$  when the relationship between loneliness and life goals was analyzed. Further analysis of the research showed that feelings of isolation and lack of aspiration for the future significantly affect the students' academic performance in complex ways. In most instances, students who have aspirations for the future tend to participate and thrive in school. However, students who feel lonely and isolated tend to spend their time idling spending their time in unproductive activities thereby not thriving in the academic endeavors.

On the contrary, some students alluded that being isolated does not affect their performance. For instance, some students observed that it is normal (mean=2.77) to them even if others in class hate them. They asserted that they even feel encouraged (mean=2.91) when they are isolated and this even make them to work harder, denouncing the claim that when students get isolated, they perform poorly in their class

work exams. Eghbal et al (2013) reported that loneliness culminated to a significant relationship with the academic progress of the students.

**Ho<sub>1</sub>:** *There is no statistically significant influence of psychological issues on students' academic performance in public secondary schools in Migori County.*

To test on the statistical significant influence of psychological issues on students' academic performance, the null hypothesis was tested. Parametric tests, Pearson Moment Coefficient and regression analysis were conducted, with scores on psychological issues as the independent variable and student's academic performance as the dependent variable. The psychological issues (anxiety, isolation and abandonment) levels were computed from frequency of responses and converted into continuous scale, where high scale ratings implied high perceived level of psychological issues and vice-versa. Academic performance for each student respondent was obtained by computing the mean performance index in the three termly examination results. The significant level (p-value) was set at .05, an implication that if the p-value was less than 0.05, the null hypothesis would be rejected and conclusion reached that a significant difference does exist. If the p-value was larger than 0.05, it would be concluded that a significant difference does not exist. Table 4.8 displays the correlation analysis results as was computed:

**Table 4.8: Relationship between Psychological issues on Students' academic performance**

		Anxiety	Abandonment	Isolation
Students' academic performance	Pearson Correlation	-.140*	-.301**	-.138*
	Sig. (2-tailed)	.011	.000	.012
	N	327	327	327

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

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

The study finding showed that there existed statistically significant negative correlation between the three aspects of psychological issues [Anxiety ( $r = -.140$ ;  $p = .011$ ); Abandonment ( $r = -.301$ ;  $p < .05$ ) and Isolation ( $r = -.138$ ;  $p = .012$ ) and student's academic performance, with high level of psychological issues associated to decrease in students' academic performance and vice-versa. Moreover the level of influence of the psychological issues was estimated to determine the coefficient of determination by computing the data using regression analysis and the result was as shown in Table 4.9.

**Table 4.9: Summary of the Regression Analysis on the Influence of Psychological Issues on Students' Academic Performance**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.385 <sup>a</sup>	.149	.141	1.43741

a. Predictors: (Constant), Isolation, Anxiety, Abandonment

b. Dependent Variable: Students' academic performance

The three aspects of the psychological issues were computed directly in the regression model to evaluate their collective influence on student academic performance. The model summary reveals that psychological issues combined accounted for 14.9%, a manifestation of the coefficient  $R^2 = .149$ , which is the variation in students' academic performance. This coefficient explains that the variation in the level of psychological issues explains about 15% of the variability in academic performance among secondary school students. This is fairly large influence on a dependent variable by a predictor; hence, it reveals the importance of psychological issues in students' academic performance. Alternatively, for the study to find out if the psychological issues were a significant predictor to students' academic performance, Analysis of Variance was conducted, as shown in Table 4.10.

**Table 4.10: ANOVA- Influence of Psychological Issues on Students' Academic Performance**

<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1 Regression	116.429	3	38.810	18.784	.000 <sup>b</sup>
Residual	667.362	323	2.066		
Total	783.791	326			

a. Dependent Variable: Students' academic performance

b. Predictors: (Constant), Isolation, Anxiety, Abandonment

From the ANOVA output, it is evident that Psychological Issues is a significant predictor to students' academic performance,  $F(3, 323) = 18.784$ ,  $p = .000 < .05$ ;  $R^2 = .149$ . Based on the fact that the influence is statistically significant, the hypothesis that, "there is no statistically significant influence of psychological issues on students' academic performance" was rejected. The conclusion reached was that there is statistically significant influence of psychological issues on student's academic performance. This implies that for students to have high academic performance they must be psychotically stable. Gang et al. (2019) support the impact of psychological issues on academic achievement as they state that parental support, academic self-efficacy and psychological well-being contribute positively 7% on academic performance to rural students.

However, Goksoy (2017) state that school environment and environmental processes are open social systems and have direct impact on students' emotions and behavior. OECD (2015) thus reiterates that higher perceived stress levels are associated with poorer academic performance. Students who have these anxiety and related psychological disorders are at risk of suffering from poor academic performance and

resistance to anything school-related. This can include lack of engagement in the classroom, poor relationships with peers and teachers.

#### 4.4 Home-Based Psychosocial Issues and Students' Academic Performance

The next objective of the study sought to investigate the influence of home-based psychosocial issues on students' academic performance. The students were presented with Likert scaled questionnaire which explored the level of home-based psychosocial issues. The psychosocial issues looked at were classified in to three sub-themes namely; parental attachment, parental involvement and parental socio-economic levels. The responses are highlighted in the proceeding Tables 4.11, 4.12 and 4.13.

##### 4.4.1 Home-Based Psychosocial Issues- Parental attachment

Table 4.11 summarizes the views of the students on parental attachment.

**Table 4.11: Ratings on Parental Attachment Scale (n=324)**

<b>Indicators of parental attachment</b>		<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>MEAN</b>	<b>SD</b>
1. Staying away from my parents affect my learning concentration in class	<b>F</b> <b>%</b>	135 41.3	96 29.4	20 6.1	35 10.7	41 12.5	<b>2.24</b>	<b>1.41</b>
2. When dismissed from school, it is important that my parent follow up	<b>F</b> <b>%</b>	43 13.1	22 6.7	14 4.3	105 32.1	143 43.7	<b>3.87</b>	<b>1.39</b>
3. My parents are right when they allow teachers to punish me when I am wrong	<b>F</b> <b>%</b>	53 16.2	21 6.4	13 4.0	111 33.9	129 39.4	<b>3.74</b>	<b>1.45</b>
4. I feel encouraged to study hard when my parents visit me occasionally in school	<b>F</b> <b>%</b>	38 11.6	52 15.9	21 6.4	81 24.8	135 41.3	<b>3.68</b>	<b>1.44</b>
5. My relationship with my father makes me to perform better in school	<b>F</b> <b>%</b>	39 11.9	39 11.9	28 8.6	101 30.9	120 36.7	<b>3.69</b>	<b>1.38</b>
6. My relationship with my mother makes me perform better in my academics	<b>F</b> <b>%</b>	32 9.8	31 9.5	18 5.5	109 33.3	137 41.9	<b>3.88</b>	<b>1.31</b>
7. My parents are persons I can count on to provide emotional support when I feel troubled.	<b>F</b> <b>%</b>	27 8.3	29 8.9	31 9.5	89 27.2	151 46.2	<b>3.94</b>	<b>1.29</b>
8. I feel disappointed with my	<b>F</b>	116	107	27	37	40	<b>2.32</b>	<b>1.38</b>

parents' responses.	%	35.5	32.7	8.3	11.3	12.2		
9. I feel confident that things will work well in my students after solving emotional challenges with my parents	F	29	17	33	123	125	<b>3.91</b>	<b>1.22</b>
	%	8.9	5.2	10.1	37.6	38.2		
10. My parents give me advise whether or not I want	F	32	27	20	108	140	<b>3.91</b>	<b>1.30</b>
	%	9.8	8.3	6.1	33.0	42.8		
11. My parents have provided me a freedom to experiment and learn things on my own.	F	52	40	22	86	127	<b>3.60</b>	<b>1.49</b>
	%	15.9	12.2	6.7	26.3	38.8		
12. Parents encourage me to make my own decision	F	88	62	34	84	59	<b>2.89</b>	<b>1.50</b>
	%	26.9	19.0	10.4	25.7	18.0		
<b>Mean average level of parental attachment</b>							<b>3.49</b>	<b>0.66</b>

**Source: Survey data (2019)**

Based on the survey results, an indication of a fairly high attachment between the students and their parents existed as reflected by mean average parental attachment scale of 3.49, with a standard deviation of 0.66 on the likert scale of 1 to 5. Averagely, a considerable amount of tie or bond between the secondary school students in Migori County and their parents was very evident focusing on the responses. Selimian (2002) asserted that the family plays a very vital role in a child's socialization growth. The skill a child acquires greatly influences his/ her life as the parents would normally be at the Centre for role modelling. This attachment is a crucial ingredient in the cognitive development of a child and therefore the parents are key agents for this.

Ideally, the results on students' responses signified the much benefits acquired by the students themselves from positive attachment with their parents. For example, a significant proportion of the students confirmed that they always feel encouraged to study hard when their parents visit them occasionally in school, which translates to a positive influence of 3.68 (SD=1.44) on academic performance. A similar proportion of the students observed that their relationship with their father/ mother makes them to

perform better in school. Similarly, the results of the survey established that some students suffer poor learning concentration in class when they stay away from their parents for a long time, as was reflected by a mean rating of 22.24; SD=1.41) on parental attachment scale.

Ashiona and Mwoma (2013) agree and comment in their study that adolescents' attachment to both parents was positively associated with academic motivation. These studies revealed that those close to their parents performed wonderfully well as a result of encouragements and the secure attachments accorded to them. Results were discussed in light of the different mechanisms that could relate attachment quality to adolescents' academic motivation and performance. Elevated livelihood in the society and elitist lifestyles has a lot of impact on the academic growth the children. Every child would always strive to achieve towards the societal expectation of a given threshold of life.

The results of the survey revealed that many students value when their parents get involved in issues that affect them. For instance, majority (mean=3.87; SD=1.39) of the students held that when dismissed from school, it is important that their parents make a follow up and listen to the issue with the school. This was further accentuated by the revelation that many students believe that their parents are right when they allow teachers to punish them when they are wrong. Ngwiri (2008) observes that the family stands at the Centre of excellent social development of a child and this has a lot of influence as they grow. As the parents socialize with their children to conform to societal demands and be able to function successfully in the community, the children normally become keen to emulate their parents. Consequently, parents take care and nurture their children from childhood providing every basic human wants children need

to grow to maturity when they are independent, competent, and well-adjusted and can finally be recognized as individuals who interact effectively in their environment.

It emerged that, though not all, many of the students cherish their parents' advice and support especially in regard to daily challenges. On average on a scale of 1 to 5, the students expressed satisfaction (mean=3.94; SD=1.29) on their parents by reiterating that they could always count on them to provide emotional support when they felt troubled. Equally, many of the students asserted (mean=3.91; SD=1.22) that they always feel confident that things will work well in for them after sharing their emotional challenges with their parents. In agreement, attachment theory which was first conceptualized by John Bowlby and later refined by Mary Ainsworth (Bretherton, 1992) theory postulates that strong emotional bond with at least one primary caregiver is crucial for healthy child development. Attention is given much to the mother as the primary caregiver.

The analyzed results from the study again portrayed that some students only shared loose attachment with their parents as reflected by the process of decision making among some students. The survey results showed that a significant proportion of students alluded that they were always pushed and encouraged (mean=2.89; SD=1.50) by their parents to make their own decisions in personal matters, a reflection of independence. However, some of the students believed that their parents always provided them with such freedom to experiment and learn things on their own without being micro-managed by the parents. In agreement, Laible, Carlo and Raffaelli (2009) has shown that positive perceptions of self and others in attachment relationships with parents are associated with numerous indicators of psychosocial adjustment in adolescence, such as problem behaviors, perceptions of social support, and school adjustment.

#### 4.4.2 Home-Based Psychosocial Issues- Parental Involvement

According to Ramon (2015) study on the correlation between parental involvement and academic performance, it was observed that a correlation existed between student's views on the assistance they received from their parents and their level of confidence in their parents' abilities to assist them. A correlation existed between the parent's self-efficacy and the amount of assistance that they rendered to their children at the times the crisis was at its peak. The parent's involvement in their student's welfare is paramount. The participants' views on the level of parent's involvement were sought and the responses analyzed. Table 4.12 summarizes the views of the students on parental involvement.

**Table 4.12: Parental Involvement Rating Scale**

<b>Indicators of Parental Involvement</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>SD</b>
1. I feel comfortable when my parents make a schedule visit to my classroom	56 (17.1%)	145 (44.3%)	46 (14.1%)	80 (24.5%)	0 (0.0%)	<b>2.47</b>	<b>1.06</b>
2. I feel comfortable when my parents came to school to do follow up in my studies	33 (10.1%)	179 (54.7%)	19 (5.8%)	96 (29.4%)	0 (0.0%)	<b>2.55</b>	<b>1.04</b>
3. I feel encouraged to study hard when I am visited by my parents during visiting days	33 (10.1%)	174 (53.2%)	17 (5.2%)	103 (31.5%)	0 (0.0%)	<b>2.59</b>	<b>1.06</b>
4. Parents involvement in school academic programs can help teachers to be more affective with students	24 (7.3%)	176 (53.8%)	19 (5.8%)	108 (33.0%)	0 (0.0%)	<b>2.65</b>	<b>1.02</b>
5. Parents involvement in my studies discourage me since "they "have	152 (46.5%)	129 (39.4%)	16 (4.9%)	30 (9.2%)	0 (0.0%)	<b>1.77</b>	<b>0.91</b>

expectation from me that I cannot manage							
6. My parents advise me regarding my friends influence	31 (9.5%)	152 (46.5%)	23 (7.0%)	121 (37.0%)	0 (0.0%)	<b>2.72</b>	<b>1.07</b>
7. My parents help me in my projects work and assignments	73 (22.3%)	134 (41.0%)	33 (10.1%)	87 (26.6%)	0 (0.0%)	<b>2.41</b>	<b>1.11</b>
8. My parents take part in the parent teacher meeting and take the suggestion given by the teacher seriously	31 (9.5%)	170 (52.0%)	24 (7.3%)	102 (31.2%)	0 (0.0%)	<b>2.60</b>	<b>1.03</b>
9. They have high aspiration about my future.	25 (7.6%)	216 (66.1%)	10 (3.1%)	76 (23.2%)	0 (0.0%)	<b>2.42</b>	<b>0.93</b>
10. My parents sit and talk to me whenever I get bored	43 (13.1%)	145 (44.3%)	24 (7.3%)	115 (35.2%)	0 (0.0%)	<b>2.65</b>	<b>1.09</b>
11. My parents take interest in the progress of my school activities	25 (7.6%)	164 (50.2%)	20 (6.1%)	118 (36.1%)	0 (0.0%)	<b>2.71</b>	<b>1.04</b>
12. My parents encourage me to share my daily experiences in the school	55 (16.8%)	127 (38.8%)	35 (10.7%)	110 (33.6%)	0 (0.0%)	<b>2.61</b>	<b>1.12</b>
13. For scoring good marks in examination my parents reward me with gifts	42 (12.8%)	160 (48.9%)	29 (8.9%)	96 (29.4%)	0 (0.0%)	<b>2.55</b>	<b>1.05</b>
Mean average rating of parental involvement						<b>2.51</b>	<b>0.59</b>

**Source: Survey data (2019)**

The survey results indicated fairly low parental involvement in education among the secondary school students in Migori County. On average, on a scale of 1 to 5, the student respondents rated their parents' involvement in their education at 2.51 with a fairly low standard deviation of 0.59, an indication of concurrence in rating. Analysis on the responses also established that parental involvement, though minimal, oscillated

around parents getting involved in their children's reading at home, holding high expectations/aspirations for their children's academic achievement, engaging in communication with children regarding school and parental motivation for learning. Similarly, Boonk et al. (2018) in their review of the relationship between parental involvement indicators and academic achievement found out that there are some variables that lead to children's academic achievement and schooling and these require parental involvement at all times. These promising variables are like; reading at home parents holding high expectations/aspirations for their children's academic achievement and schooling, alternatively, communication between parents and children regarding school was also observed to an ingredient for the support of academic empowerment.

For example, on helping the students with their school work at home, the study established that just a few proportion of students indicated that their parents occasionally (mean=2.41; SD=1.11) help them in their project work and assignments at home. Further, it emerged that just about a half of parents in Migori County take interest in the progress of their children's school activities, as was revealed by a rating of 2.71 (SD=1.04) on the parental involvement. Ramon (2015) research showed that a correlation existed between student's views of the assistance that they received from their parents and their level of confidence in their parents' abilities to assist them. There was also a correlation between the parents' self-efficacy and the amount of assistance they offered. This study thus confirmed that every time the parents got involved in the students' academic empowerment there would be an index realized in the output such as the academic performance.

Regarding parent engaging in communication with their children concerning school, it was revealed that more than half (mean=2.65) of the parents occasionally sit and talk to their children whenever their children get bored. During such talks, it emerged that many parents advise their children regarding their friends influence, which translates to parental involvement rating of 2.72 (SD=1.07). Otani (2017) also agreed that parental involvement is associated with students' educational outcome. Students' attitude and aspiration mediate the associations between parental involvement and academic achievement. The researcher further asserted that there are variations in the associations between parental involvement and academic achievement. The variations depend on the school level, gender, and the subjects. Especially, different association between monitoring types of involvement and achievement is found between elementary and middle school.

On the flip flop, it was established that just a few (mean=2.47; SD=1.06) students feel comfortable when their parents make a schedule visit to their classroom. Similarly, only a about a half (mean=2.55; SD=1.04) of the students feel comfortable when their parents go to school to do follow up in their studies. However, this group of students asserted (mean =2.59; SD=1.06) that they feel encouraged to study hard when they are visited by their parents during visiting days. According to Mwirichia (2015) there are various ways in which parents participate in their children's educational activities at school, home and parent-school communication and home environment which have continually influenced the academic performance of preschool learners. The environment at home was also proved to have great influence on the academic performance of preschool learners both positively and negatively. The involvement of parents in educational activities at school was found to have indirect influence on

academic performance of preschool learners, while involvement in educational activities at home had direct influence. Parent-school communication was found to be influencing academic performance of preschool learners to some extent.

Conversely, it emerged that more than one out of every two students surveyed (mean=2.65) acknowledged that parent's involvement in school academic programs can help teachers to be more affective with students and almost a similar proportion (mean=2.60; SD=1.03) of the students who took part in the study made allusion that their parents take part in parent teacher meetings and take the suggestion given by the teacher seriously. A study by Thornton (2015) reported that as parents show the willingness to help their children in doing their homework in a bid to boost the academic achievement level, it was a sign of significant level of participation towards their academic growth. The highest type of involvement by parents was their willingness to help with assignments. The study further observed that the majority of parents did not favor the thought of non-parental involvement in the child's education. Additionally, there would be no contest to not spending hours trying to help the children understand their homework. In conclusion, the study demonstrated that the majority of parents were involved in the education of their students' based on the magnitude of research on the importance of parental involvement. When parents are involved in school activities such as homework, execution and school involvement it makes a significant difference in a child's education.

It was established that parental involvement was emancipated by parents holding high expectations/aspirations for their children's academic achievement. For instance, some students, though few (mean=2.42; SD=0.93), believed that their parents have high aspiration about their future. Nonetheless, more than a half (mean=2.55; SD=1.05) of

the students revealed that for scoring good marks in examination their parents reward them with gifts. On the contrary, some students, though of a negligible proportion (mean=1.77; SD=0.91) indicated that their parent's involvement in their studies discourage them since the parents have expectation from them that they cannot manage. Xu, Benson, Mudrey-Camino and Steineret (2010) identified six dimensions to foster parental involvement and of the six the three that was most effective was, parental involvement expectations, school involvement, and homework help. This was the framework for parents to help their children develop SRL skills and guide educators and school administrators as they intend to increase parental involvement and its effectiveness. The results yielded a direct connection between SRL, parental involvement and reading achievement.

The respondents interviewed had mixed opinion on parental attachment. One of the principals remarked;

*“Most of the parents do show little concern and attachment to their sons who performed poorly in school. Indeed, these boys need to be encouraged. Reports we normally receive shows that a number of the total orphans are never visited by their guardians. Some of these students have lost hope as they always complain of starvation in the provision of certain basic needs. A student once reported to me that he is not loved since he is illegitimate child. His father does not care event if he performs poorly or not” (PR, 18)*

A further investigation revealed that most students who attend counseling sessions confirm little emotional bonds with their care givers; a respondent commented on this by giving the following observation:

*“As counseling officer, we in most cases receive students with problems. Quite a number are total orphans who are supported by relatives. These parents do not make follow ups to check on the academic progress of these students. Unfortunately, a parent once came to school and complained that he has very little time to attend to a boy who is being helped. If the student does not want to study hard that is up to him, in fact he insisted that his work is to look for money “and not checking on academic progress” (GC, 28)*

The excerpt from the above head of department denotes that the students described above are emotionally imbalanced as they feel uncared for since no emotional support is provided from home. This shows that parental involvement is physically limited to financial assistance but not psychological assistance. Such students may at times lose hope, have low self-esteem and thus poor achievement in academic work. Veas et al. (2018) supported the above findings by reporting that there was a significant direct effect of most parent involvement constructs on the mediational and dependent variables at both the within and between levels. Expectations had the highest predictive power on academic achievement. On the other hand, meta-cognitive strategies were an important mediator for all parent involvement constructs at both levels of analysis.

Qualitative findings from the documentary sources in the school visited showed that students whose parents have never been seen coming to school even during important occasions have adopted other students' parents to act as their parents or guardians. In fact, it is away camouflaging that their parents have visited them in school. Those students who cannot adopt other students' parents reportedly have exhibited unusual moods, low self-esteem which finally impact negatively in their academics. However, Analysis from FGD gave a different view on parental attachment and involvement.

Participant 5 of FGD 8 gave the following remarks: -

*“My parents show a lot of attention to my problems. My Dad will always buy me sanitary towels and other personal items which many girls fear telling their fathers. Our Dad loves us and will always want to know the problems or challenges we face at home and in school. I remember when I was in form two I felt sick, it's my Dad who took me to the hospital and took care of me - yes he nursed me well. My Dad is a friend and that I feel I should not disappoint him. He encourages me to work hard and I have always done my best in class due to his involvement in my life” (participant 5, FGD 8)*

From the sentiment of the G/C teachers, document analysis and FGDs, it is very evident that parental attachment and involvement are key ingredients to student success. On parental involvement, Benner et al. (2016) reported that as the level of parental involvement rises during adolescent crisis the support mechanism for children that are in adolescent stage is improved which is a further proof of the significance of the parental attachment,

Students were also asked to consider in their FGDs whether parents got involved in their school activities or not. This was to determine the significance of their parental attachment to their academic performance. One of the student from focus group 6 remarked; -

*“My parents help me in doing homework. However, there were cases of parents coming home exhausted and requesting for time to relax having had a busy day. Such busy schedule of the parents act as hindrance to the assistance in tackling difficulties should there be need thereby leading to poor performance. ” (Participant 4, FGD 6).*

From the interview excerpt, it can be concluded that parental attachment is key to academic achievement of students while in school. Fajoju, Aluede, and Ojugo, (2016) study reported that parental involvement significantly influenced pupils' academic achievements in three core subjects, English Language, Mathematics and Integrated Science, in primary school and that the higher the parental involvement, the higher the achievement of pupils in the three core subjects. In addition to this it was evidently observed that the above subjects normally gave the pupils a lot of problems and therefore attention, encouragements and attachment between the parents and students would always impart a lot of motivation to the learners thus improve their performance in class.

#### **4.4.3 Home-Based Psychosocial Issues- Parental Socio-Economic Level.**

Table 4.13 shows the summary the views of the students on parental attachment.

**Table 4.13: Ratings on Parental Socio-Economic Level**

Indicators of	SD	D	N	A	SA	Mean	SD
1. I believe students from poor and rich families perform the same in examinations.	64 (19.6%)	66 (20.2%)	20 (6.1%)	75 (22.9%)	102 (31.2%)	<b>3.26</b>	<b>1.55</b>
2. The level of my parents education help me achieve academically	54 (16.5%)	57 (17.4%)	40 (12.2%)	81 (24.8%)	95 (29.1%)	<b>3.32</b>	<b>1.46</b>
3. Students from poor families perform better than those from rich families.	86 (26.3%)	71 (21.7%)	71 (21.7%)	55 (16.8%)	44 (13.5%)	<b>2.69</b>	<b>1.37</b>
4. Students from rich families perform better than from poor families	121 (37.0%)	98 (30.0%)	76 (23.2%)	19 (5.8%)	13 (4.0%)	<b>2.10</b>	<b>1.09</b>
5. My parent's occupation does not give them time to discuss with me the academic progress.	121 (37.0%)	103 (31.5%)	29 (8.9%)	42 (12.8%)	32 (9.8%)	<b>2.27</b>	<b>1.34</b>
6. The income level of my parents have an effect on the choice of school that I am attending	79 (24.2%)	76 (23.2%)	34 (10.4%)	67 (20.5%)	71 (21.7%)	<b>2.92</b>	<b>1.51</b>
7. My fees is always paid at the right time and never been sent home for fees frequently.	73 (22.3%)	70 (21.4%)	22 (6.7%)	65 (19.9%)	97 (29.7%)	<b>3.13</b>	<b>1.58</b>
8. My parents are able to spend part of their income to buy me learning resources like books etc.	31 (9.5%)	27 (8.3%)	23 (7.0%)	87 (26.6%)	159 (48.6%)	<b>3.47</b>	<b>1.32</b>

9. My parent's income	81 (24.8%)	101 (30.9%)	57 (17.4%)	45 (13.8%)	43 (13.1%)	<b>2.60</b>	<b>1.34</b>
10. My parents / guardians visit school to monitor my academic progress.	41 (12.5%)	62 (19.0%)	39 (11.9%)	106 (32.4%)	79 (24.2%)	<b>3.37</b>	<b>1.36</b>
11. My parents never went to school and believe one can get a lot of riches i.e. through mining, farming, fishing etc. and so do not show concern in my studies.	173 (52.9%)	88 (26.9%)	23 (7.0%)	17 (5.2%)	26 (8.0%)	<b>1.88</b>	<b>1.23</b>
12. Students whose parents are employed perform better than those whose parents are non-employed.	178 (54.4%)	92 (28.1%)	35 (10.7%)	10 (3.1%)	12 (3.7%)	<b>1.73</b>	<b>1.02</b>
Mean average rating of parental socio-economic status						<b>2.77</b>	<b>0.51</b>

**Source: Survey data (2019)**

The analysis of the respondents' views revealed that parental socio-economic status among the secondary school students in Migori County is average. On the scale of 1 to 5, the students, on average, rated their parents' socio-economic status at 2.77 (SD=0.51). Their parental socio-economic status was reflected by the ratings on the socio-economic status indicators, with a low of 1.73 of and a high of 3.47. In agreement, Abot (2005) observes that low level of commitment to education and higher truancy rates appear to be related to substances use among students.

The study findings on the same note established mixed levels of socio-economic status among the parents of students who were involved in the study. For instance, some

students believed (mean=2.60; SD=1.34) that their parent's income is very stable. Many of the students observed that their school fee is mostly paid at the right time and they are never sent home for fees. In addition, close to four out of five (mean=3.97) of the students involved in the study confirmed that their parents could ably spend their income to buy them learning resources like books, among others. Egalite (2016) in his study on how family background influences student achievement postulated that better –educated parents are more likely to consider the quality of the local schools when selecting a neighborhood in which to live in. Once their children enter a school, educated parents are also more likely to pay attention to the quality of their children's teachers and may attempt to ensure that their children are adequately served in terms of the provision of all the necessary learning materials required in the schools in which they have been admitted to.

Scrutiny on the influence of parental socio-economic status on student education achievement showed that the students held varied views on whether their parents' socio-economic status had anything to do with their academic performance. Whereas, a respectable proportion (mean=3.32) of the students believed that the level of their parent's education help them achieve academically, almost similar proportion (mean=3.26) of the students believe that students from either poor or rich families perform the same in examinations, because they have equal opportunities in education. In fact, many of the students rejected the notion that students from poor families perform better than those from rich families or students from rich families perform better than from poor families. Likewise, what came out clearly is that students whose parents are employed perform equally like to those whose parents are non-employed. Similarly, Ewijk and steegers (2011) noted that high socio-economic parents greatly participate in the living and education of their children their while parents from low

socio-economic families are best likely to be involved in the education of their children with an aim that their children will one time transform the socio-economic status of such homes.

Conversely, a greater proportion of the students alluded that the income level of their parents had significant effect (mean=2.92; SD=1.51) on the choice of school that they were attending. In addition, they concurred that parental level of education had influence on students' education achievement. This was insinuated by rejection of the belief that even parents who never went to school can get a lot of riches. Similarly, some of the students observed that their parent's occupation does not give them time to discuss with them their academic progress; this reveals that parental socio-economic status has a bearing, though indirectly, on students' academic performance. Carlson et al (2008) noted that health –related factors such as hunger, physical and emotional abuse and chronic illness can lead to poor school performance.

The principal's G/C teachers and students gave their views during interviews on how the concept influences academic achievement of learners. A principal of a school commented on the above as follows:

*“Parents of high socio economic class are very supportive; they buy books and all the other resources needed by their sons and daughters. In addition, they will always want to visit their children and constantly make their phone calls to the class teachers with the view to establish the progress of their children. However, some boys who come from high SEs families do not work hard and instead the good books are read by the poor students who borrow these books from them. Finally, it becomes the opposite thus the students from the high Socio economic levels perform poorer than the boys from the low SEs who perform marvelously well (PR. 24)*

A similar view was observed by a FGD where the students discussed the influence of economic status of parents and their academic achievement. Participant from FGD 6 commented on the same by giving the following remarks:-

*“The students from low socio economic status strive to study hard to relieve their poor parents from that status tomorrow. Such students comment by saying “let’s suffer today but tomorrow our parents will smile, let’s eat vegetables and we shall eat meat when we finally achieve” (participant 2, FGD, 6)*

From the sentiments above the level of socio economic status either motivated a learner or demotivates some students. A similar view was shared by a principal who had the opportunity to comment on the following: -

*“Quite a number of our students are sent home frequently to look for fees. Some of these boys either go and work in the gold mines to look for money some to boda boda business and after a week or so they come back with the little they have acquired such boys show very little attention in their classwork as they always want to go out there to look for money. Their parents who are poor have no control over them since the boys again provide for their parents through such activities. Girls on the other hand when frequently sent to bring fees drop out of school. However, children who come from high SES are maintained in school, but instead show little attention in their academics. Their boxes are full with foodstuffs and will want to eat to their fullest. (PR, 4)*

Narrowing on the same variable on parental socio-economic status, the guidance and counseling teachers also gave their comments concerning the influence of socio-economic status of parents and learner’s academic achievement. The following comment was reported by one of the teachers: -

*“Students who come from poor/low SES have been influenced by their friends from high SES to get involved in cults/devil worshipping. Such students who come from poor families think they can live a life without stress thus they can get more money and eat what they felt they should. They end up getting deeply rooted in evil practices in school, causing chaos and unrest in schools at night. Their performances are down and once identified the teachers fear them and cannot approach them easily” (GC 30)*

Some parents had failed to send transport to their sons during half terms and end terms when they should be going home for the holidays. A participant from a focus group observed the following: -

*I wonder why the government insists on half terms and holidays thus abolishing tuition. I really feel bad; I don’t get lunch and very little food for*

*supper. We are so many at home and my father does not have any earning. Except for the casual jobs which he does and bring very little. My mother is disabling and will wait for what my father brings. It is real hunger. Indeed, at school you hardly miss to get the stipulated meals thus breakfast, lunch, supper (participant 4 FGD 4)*

The above excerpt could be true as was supported by a principal who commented: “

*“I have noticed that some students have to walk on foot for a distance of about 5km due to lack of money (transport) some of these students carry porridge in portable containers which they drink in the way when exhausted and hungry. Most students don't serve porridge offered on half terms and end term holidays and thus the students whose parents are poor take this porridge advantage as their transport. Some of the students also have to beg teachers for their transport back home” (PR 8)*

From the above excerpts, it could evidently be reflected that most of the parents are from the low socio economic status. In agreement to the above qualitative finding, Barrier et al. (2016) reiterated that parental involvement would mostly be needed and more effective for the adolescents from the low socio economic families than for adolescents in high SES families. This was a true reflection from the views of the students and ideally if such students are not helped by their parents, there would be the likelihood of such students losing their self-esteem and these results to poor academic performance.

Nadenge (2015) in his study on the relationship between parental Socio- economic status and student academic achievement; The case of selected secondary schools in Westland Division, Nairobi county, observed that when the physical and other critical instructional resources are grossly inadequate and/or in a pathetic condition and not conducive to education, provision the educational standards of students in such environments will obviously be low as is the case with the low socioeconomic parents. The researcher's further analysis showed that there was the existence of a strong non-significant negative correlation between the occupation of parents and ability to finance

education. In conclusion, there existed a further significant positive correlation between good parent-teacher relationship and their involvement in their children's academic achievement. Generally, the above findings of the researcher had a lot of implications on the academic achievements of the adolescents since parental involvement in learning activities coupled with occupation, and effective parent-teacher relationship are facilitating factors for academic achievements of the learners. Evidently, the parents inability to finance education, coupled with the poor status of physical and instructional resources impacts negatively on the students since their academic achievement and attainment of the set goals of education will have inhibited greatly. The adolescents thus need to be assisted by their parents, they need favorable environments that would boost their self-esteem and encourage them to work even harder. In the current world every good thing can only be achieved with monetary strings attached to it. Our students need to be facilitated financially and if this cannot be done then the outcomes would be so much devastating and effects realized in the societal developments and accomplishments.

***Ho<sub>2</sub>: There is no statistically significant influence of Home based psychosocial issues on students' academic performance in public secondary schools in Migori County.***

To find out the statistical significant influence of home based psychosocial issues on the students' academic performance, the null hypothesis was investigated. Parametric tests, Pearson Moment Coefficient and regression analysis were conducted, with scores on home based psychosocial issues as the independent variable and student's academic performance as the dependent variable. The level of home based psychosocial issues (parental involvement, parental attachment and parental socio-economic) were computed from frequency of responses and converted into continuous scale, where high

scale ratings implied high perceived level of home based psychosocial ratings and vice-versa. Academic performance was obtained by computing the mean performance index in the three termly examination results for each student. The significant level (p-value) was set at .05, such that if the p-value was less than 0.05, the null hypothesis would be rejected and conclusion reached that a significant difference does exist. If the p-value was larger than 0.05, it would be concluded that a significant difference does not exist. Table 4.14 shows the correlation analysis results in SPSS output.

**Table 4.14: Relationship between Home Based Psychosocial Issues and Students' Academic Performance**

		Parental Attachment	Parental Involvement	Parental socio-economic level
Students' academic performance	Pearson Correlation	.428**	.482**	.175**
	Sig. (2-tailed)	.000	.000	.002
	N	327	327	327

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

Table 4.14 showed a revelation of a statistically significant positive correlation between the three aspects of home based psychosocial issues [Parental Attachment ( $r=.428$ ;  $p<.05$ ); Parental Involvement ( $r = .482$ ;  $p <.05$ ) and Parental socio-economic level ( $r=.175$ ;  $p=.002$ )] visa vie student's academic performance, with ratings on home based psychosocial issues associated to improvement in students' academic performance and vice-versa.

However, to estimate the level of influence of home based psychosocial issues on student's academic performance, a coefficient of determination was computed using regression analysis and the result was as shown in Table 4.15.

**Table 4.15: Model Summary on Regression Analysis of Influence of Home Based**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.493 <sup>a</sup>	.243	.236	1.35557

a. Predictors: (Constant), Parental socio-economic level, Parental Attachment, Parental Involvement

b. Dependent Variable: Students' academic performance

To estimate the overall influence of home based psychosocial issues, its three aspects considered were computed directly in the regression model to evaluate their collective influence on student academic performance. The model summary shows that home based psychosocial issues combined accounted for 24.3% (coefficient  $R^2=.243$ ), of the variation in students' academic performance. The accounted percentage in the variation on the level of home based psychosocial issues which was about 24% of the variability in academic performance among secondary school students, showed a large influence on a dependent variable by a predictor. Jeynes (2017) revealed that the parents have the potential to model positive attitudes and behaviors towards school. Parental involvement contributes to pupils' academic success. In fact, children are more likely to apply themselves and perform better in school when their parents show an interest in the school work. A study by Redding (2006) stated that there is substantial evidence that family engagement in children's learning is beneficial. However, despite their best efforts, schools need to do more to motivate parent involvement.

However, to establish whether home based psychosocial issues were a significant predictor to students' academic performance, Analysis of Variance was conducted, as suggested by Creswell (2014).

**Table 4.16: ANOVA- Influence of Home Based Psychosocial on Students' Academic Performance**

<b>Model</b>	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	190.260	3	63.420	34.513	.000 <sup>b</sup>
1 Residual	593.531	323	1.838		
Total	783.791	326			

a. Dependent Variable: Students' academic performance

b. Predictors: (Constant), Parental socio-economic level, Parental Attachment, Parental Involvement

From the ANOVA output shown in Table 4.16, it is evident that home based psychosocial issues is significant predictor to students' academic performance,  $F(3, 323) = 34.513, p = .000 < .05; R^2 = .243$ . Due to the fact that the influence is statistically significant, the null hypothesis was rejected and the conclusion made from the findings therefore showed that there is statistically significant influence of home based psychosocial issues on student's academic performance. In the study the home environment proved quite important in the lives of children. In a bid to study this, Ali et al. (2013) reported a strong correlation between parental involvement and overall academic achievement. Parental and familial involvement improved grades when measured for each subject. Additionally, parents or family expectations and aspirations for their students have the most significant impact on academic achievement. Children whose families take an active role in their children's education have proved to excel

#### **4.5 School Based Psychosocial Issues Affecting Students' Academic Performance.**

In the study, one of the imperative objectives which came third was to investigate school based psychosocial issues and their impact on students' academic performance. The investigation was done using a five point Likert scaled questionnaire on school

based psychosocial indicators- peer pressure and student motivation. The students rated the school based psychosocial indicators from strongly Agree (5) to Strongly Disagree (1), with higher rating interpreted to mean high school based psychosocial and vice versa.

#### 4.5.1 School Based Psychosocial Issues- Peer Pressure

Their findings on peer pressure were summarized in mean and standard deviation as shown in Table 4.17.

**Table 4.17: Peer Pressure Scale**

Indicators of peer pressure	SD	D	M	A	SA	Mean	SD
1. The peers put pressure on me to;	52 (15.9%)	65 (19.9%)	58 (17.7%)	110 (33.6%)	42 (12.8%)	3.08	1.30
2. To do your home work	37 (11.3%)	67 (20.5%)	65 (19.9%)	107 (32.7%)	51 (15.6%)	3.21	1.25
3. To take different classes than your class take	106 (32.4%)	98 (30.0%)	55 (16.8%)	44 (13.5%)	24 (7.3%)	2.33	1.26
4. To be social, do things with other people	46 (14.1%)	52 (15.9%)	67 (20.5%)	109 (33.3%)	53 (16.2%)	3.22	1.29
5. To finish the assignment at the right time required	31 (9.5%)	114 (34.9%)	39 (11.9%)	91 (27.8%)	52 (15.9%)	3.06	1.28
6. Not try to be tough, stay out of fights	57 (17.4%)	77 (23.5%)	42 (12.8%)	89 (27.2%)	62 (19.0%)	3.07	1.40
7. Not go to school dances	96 (29.4%)	75 (22.9%)	49 (15.0%)	69 (21.1%)	38 (11.6%)	2.63	1.40
8. To get home by the time your parents say you should be	64 (19.6%)	38 (11.6%)	56 (17.1%)	109 (33.3%)	60 (18.3%)	3.19	1.39
9. To get along well with your parents	67 (20.5%)	41 (12.5%)	43 (13.1%)	116 (35.5%)	60 (18.3%)	3.19	1.42
10 To hate specific teachers because you	173 (52.9%)	64 (19.6%)	35 (10.7%)	37 (11.3%)	18 (5.5%)	1.97	1.26

hate his/her subject							
12. To sneak out of school especially through the fence to look for drugs outside	226 (69.1%)	48 (14.7%)	19 (5.8%)	22 (6.7%)	12 (3.7%)	1.61	1.10
13. To be involved in strikes and demonstrations in school when there is a problem/crisis i.e. food badly cooked, no water etc.	193 (59.0%)	50 (15.3%)	30 (9.2%)	41 (12.5%)	13 (4.0%)	1.87	1.24
14. To form a group study to revisit areas not well understood	67 (20.5%)	36 (11.0%)	43 (31.2%)	102 (31.2%)	79 (24.2%)	3.28	1.46
15. To not visit a religious group in the school	177 (54.1%)	77 (23.5%)	37 (11.3%)	26 (8.0%)	10 (3.11%)	1.82	1.10
16. Not ask your friend who you should go out with	135 (41.3%)	79 (24.2%)	57 (17.4%)	27 (8.3%)	29 (8.9%)	2.19	1.30
17. To go out with friends on weekends	127 (38.8%)	81 (24.8%)	52 (15.9%)	38 (11.6%)	29 (8.9%)	2.27	1.32
18. To give teachers	216 (66.1%)	47 (14.4%)	18 (5.5%)	30 (9.2%)	16 (4.9%)	1.72	1.20
<b>Mean average level of peer pressure</b>						<b>2.57</b>	<b>0.49</b>

**KEY: SD – Standard Deviation**

**Source: Survey data (2019)**

From Table 4.17, there was an observation of the generally sizeable amount of peer pressure experienced among the sampled students from the area of this particular study which in this case were the secondary school students in Migori County. The interpretation can be observed from the mean rating of 2.57 (SD=0.49) on a scale of 1 to 5. However, it emerged that the pressure from their friends were two sided, with

some of them pushing towards positive activities and others pushing towards deviancy behavior.

Uzezi and Gamnjoh (2017) on a study on the relationship between peer group influence and students' academic achievement in Chemistry found out that there is significant difference between students that belong to a peer group and those that do not belong to any peer group on the academic achievement of chemistry. The study further found out that in terms of academic achievement of male and female chemistry students involved in a given peer group there was no significant difference between them. The study concluded in a nut shell that there is a positive and a strong significant relationship between peer group influence and academic achievement of students in chemistry.

For example, it was established that a respectable proportion of the students surveyed agreed that their peer always pressurize them to study hard (mean=3.08), to have their home works done (mean=3.21) and to finish their assignment at the right time required (mean=3.06). Similarly, almost a similar proportion of the students revealed that their friends sometimes advised them not to try to be tough and to stay out of fights. These are seen as positive peer pressure, they inculcate positive values and determination to do be better in school and to remain disciplined with positive character. For instance, it came out that some students urge their peers to respect their parents. Like, a good portion of students who took part in the survey alluded that their friends always (mean=3.19) urged them to get home by the time their parents say they should and to get well along with their parents. In fact, some students said that they are sometimes advised (mean=3.28) by their friends to form study groups to help in discussing areas not well understood and not to waste time on things which do not add value in

education and life in general such as attending school dances. Qualitative findings from the interviews conducted revealed that peer has a lot of influence on students and helps them acquire desirable character traits. The following informants had the following to comment during their focus group discussions;

*As students, I think we benefit a lot from our friends especially during our discussions. Our group leaders encourage us to be good role models besides meeting our academic goals (Participant 2 FGD 5)*

Another principal interviewed commented on the above issue as follows;

*Our school has set a tradition of open forums where the students discuss their own issues especially challenges they experience in their studies and the support given by their parents (PR 20)*

A head of Guidance and Counseling from a another school had the following to observe,

*Students who come for counseling attest that their peers help them in instances when they are stressed and would always want to confide with their best friends for emotional support, during free times they would always want to discuss their areas of weaknesses with the bright and disciplined students whom they want to emulate (HOD 23).*

The excerpts from the respondents is a clear indication that when students share their challenges with the peers, teachers and any other stakeholder they trust in their lives ,they begin to unveil the tormenting phenomenons in their conscious and sub conscious minds that would have affected their level of achievement. There is the manifestation of emotional development which also translates into adjusted academic development. Additionally students who are focused will acquire substantive values and virtues in their lives. However, Deepika and Prema (2017) findings are not in agreement with the positive role of peer pressure or influence. They reported that there is a negative correlation that exists between peer pressure and academic achievement. The study revealed that peer pressure plays a vital role in lowering the academic achievement of learners since they emulate bad habits easily in the company of bad peer groupings that will automatically lower their academic standards.

In view of the above, Gremmen et al. (2017) study on peer selection and developmental differences in friendship dynamics regarding academic achievement influence, found out that students initially tend to select friends on the basis of similar cluster based grades showing that similarity in achievement is attractive for friendships. Ming-Te et al. (2018) in his study on peer influence on adolescents commented that; peer pressure and influence has a lot of bearing on the adolescent's emotional, cognitive and behavioral growth and development. The learners would normally acquire acceptable, cherishable and admirable values in their lives making them grow towards the self actualization level.

The qualitative findings of the study established a considerable level contribution of peer pressure on the academic performance of students. From the interviews conducted, one informant had the following to comment;

*“Our students form groups in which they struggle to handle their issues without the intervention of the teachers. This is a program conducted during weekends when students have attended various church services. As a school we believe it is a program that has improved our academic and discipline Standards within the school system (PR 26)”*

In as much as the findings of the study showed that the factor of peer pressure becoming positive to the students, others were negative and detrimental to academic success of the students as was observed in the survey accepted that their friends occasionally urged them to indulge in activities that were anti-social and un ethical. Like, some teachers, though very few (mean=1.72), accepted that their friends sometimes urge them to give teachers hard time and to hate specific teachers because they hate his/her subject (mean=1.97). On the same note, although majority of the students did not accept, there was an element of peer pressure to open disobedience to school. Moldes et al (2019) showed the correlation between the perceived level of peer

pressure in terms of social belongingness, curiosity, cultural-parenting orientation of parents and education.

This was reflected by acceptance by some students that they are sometimes pressurized by their peers to sneak out of school especially through the fence to look for drugs outside (mean=1.61), to be involved in strikes and demonstrations in school when there is a problem/crisis (mean=1.87) and not to attend church service in the school. Equally, other students indicated that their peers occasionally convinced them (mean=2.27) to sneak and go out with friends on weekends. The respondents at the same time opined that their friends argued that socialization is a dynamic process and therefore, one must always do things with other people as a way of being loyal to group ethos. A similar study on peer group influence by Egbo (2018) reiterated that peer group influence has significant effect on the academic performance of secondary school students. The influences that peer have on the students significantly varied in relation to the effects on their academic performance. At some points certain students withstand the pressure and are never influenced negatively. Based on the qualitative and quantitative findings of the current study, this research significantly observed that students in the public secondary schools in the county had a lot of cases of peer formations which adversely affected their academic performance.

#### **4.5.2 School Based Psychosocial Issues- Student Motivational Rating**

Their findings on student motivation were summarized as shown in Table 4.18.

**Table 4.18: Motivation Scale Ratings (n=327)**

<b>Indicators of students' motivation</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>SD</b>
1. Going to school will help me better prepared for the career I have chosen	17 (5.2%)	17 (5.2%)	9 (2.8%)	34 (10.4%)	250 (76.5%)	<b>4.48</b>	<b>1.12</b>
2. I experience pleasure and satisfaction while learning new things in school	17 (5.2%)	22 (6.7%)	16 (4.9%)	72 (22.0%)	200 (61.2%)	<b>4.27</b>	<b>1.15</b>
3. For me going to school is for fun.	201 (61.5%)	53 (16.2%)	18 (5.5%)	16 (4.9%)	39 (11.9%)	<b>1.90</b>	<b>1.39</b>
4. I experience high feeling while reading about various interesting subjects.	52 (15.9%)	34 (10.4%)	32 (9.8%)	94 (28.7%)	115 (35.2%)	<b>3.57</b>	<b>1.46</b>
5. I feel there is satisfaction when I am in the process of accomplishing difficult academic activities.	50 (15.3%)	36 (11.0%)	35 (10.7%)	92 (28.1%)	114 (34.9%)	<b>3.56</b>	<b>1.44</b>
6. I don't know; I can't understand what I am doing in the school.	207 (63.3%)	47 (14.4%)	26 (8.0%)	17 (5.2%)	30 (9.2%)	<b>1.83</b>	<b>1.31</b>
7. I once had good reasons for going to school; however now I wonder whether I should continue	161 (49.2%)	64 (19.6%)	34 (10.4%)	32 (9.8%)	36 (11.0%)	<b>2.14</b>	<b>1.40</b>
8. Honestly, I don't know; I really feel that am wasting my time	204 (62.4%)	44 (13.5%)	18 (5.5%)	26 (8.0%)	35 (10.7%)	<b>1.91</b>	<b>1.40</b>

in school.							
9. I feel I go to school because I want to have the good life later on	35 (10.7%)	24 (7.3%)	16 (4.9%)	57 (17.4%)	195 (59.6%)	<b>4.08</b>	<b>1.38</b>
10. When praised by teachers in school, I feel more encouraged to even work harder in class.	33 (10.1%)	22 (6.7%)	16 (4.9%)	70 (21.4%)	186 (56.9%)	<b>4.08</b>	<b>1.34</b>
11. I feel motivated because my studies allow me to continue to learn about many things that interest me and new to me.	29 (8.9%)	21 (6.4%)	11 (3.4%)	93 (28.4%)	173 (52.9%)	<b>4.10</b>	<b>1.27</b>
12. I feel that when I succeed in school, I feel important and will be respected by the scholars from my area.	34 (10.4%)	18 (5.5%)	11 (3.4%)	75 (22.9%)	189 (57.8%)	<b>4.12</b>	<b>1.33</b>
<b>Mean average levels motivation</b>						<b>3.34</b>	<b>0.55</b>

**Source: Survey data (2019)**

The survey results indicated a fairly plausible level of motivation among the secondary school students in Migori County. This fair level was interpreted from mean average level of motivation of 3.34 (SD=0.55) in a scale of 1 to 5. It however, emerged that there was a mixed level of motivation among the students and their motivation emanated from various motives. For instance, the results indicate that some students go to school because their motivation comes from the benefit of education in their later life. This was shown by an overwhelming majority (mean=4.48; SD=1.12) of the sampled students who believe that going to school will help them better prepared for the career they have chosen and another group (mean=4.12) who observed that they feel

that when they succeed in school, they feel important and will be respected by the scholars in their area. In more than four fifths (mean=4.08) of the cases, the students indicated that they go to school because they want to have the good life later on as this remained their motivational drive. Only a negligible proportion (mean=1.90; SD=1.39) of them alluded that they go to school for fun and that they experience pleasure and satisfaction while learning new things in school. Einsberg (2010) argues that those who are self-motivated are often more successful in life unrelated to their socioeconomic position and cognitive intelligence because they have an inner drive and determination to persist.

Similarly, it was confirmed from the results of the survey that some students are motive (mean=3.57; SD=1.46) to go to school by the experience of high feeling while reading about various interesting subjects. Others feel (mean=3.56) there is satisfaction when they are in the process of accomplishing difficult academic activities. Likewise, the survey results show that some students derive their motivation simply by being appreciated and praised by their teacher. This was mirrored by many (mean=4.08) of the students concurred that when praised by teachers in school, they feel more encouraged to even work harder in class. Alderman (2004) postulated that students who are accommodative and have the propensity of being motivated in their aspirations, needs and demands have an optimum motivation edge. The students because of their quest to achieve more have adaptive attitudes and strategies such as maintaining intrinsic interest, goal setting and self-monitoring. Besides motivation variables interact with cognitive behaviors and contextual factors to upset self-regulation.

On the contrary, it emerged that some students are not motivated at all. A case at hand is a respectable proportion (mean =2.14) of the students who expressed that they once had good reasons for going to school; however, now they wonder whether they should continue. The prevailing condition with the students is in relation to what Dornyei (2013) argued that motivation explains why people decide to do something and how hard they are going to pursue it and how long they are willing to sustain the activity. Ideally motivation is what gets one going. It is a fundamental recipe for academic successes. It involves internal and external factors that stimulate desire and energy in people to be continually interested and committed to subject to make an effort to attain a goal.

Further, although majority of the students indicated that they know, some section (mean=1.83) of them frankly accepted that they do not know; they can't understand what they are doing in the school. They observed that honestly, they do not know; they really feel that they are wasting their time in school. An argument that supports the view of the students feeling is that of Bandura (1993) who purports that motivational beliefs are very essential to the academic achievement of students because they help to determine the extent to which students will consider, value, put in effort and show interest in the task. Self-efficacy influences how learners feel, think, motivate themselves and behave as they contemplate upon the completion of various tasks. The students thus needed to be motivated to understand the importance of education in their lives. On the flip flop, a significant majority (mean=4.10) of the students indicated that they feel motivated because their studies allow them to continue to learn about many things that interest them and new to them. Deepika and Sharma (2018) on the same note

observed that there were significant correlations between self-concept, motivation and academic achievement of late childhood school students.

**H<sub>03</sub>: *There is no statistically significant influence of school based psychosocial issues on students' academic performance in public secondary schools in Migori County.***

The researcher tested the null hypothesis to investigate on the statistical significant influence of school based psychosocial issues on students' academic performance. With the students' academic performance as the dependent variable and the scores on school based psychosocial issues as the independent variable, Pearson Moment Coefficient and regression analysis were conducted. The level of school based psychosocial issues (peer pressure and student) were computed from frequency of responses and converted into continuous scale, where high scale ratings implied high perceived level of school based psychosocial ratings and vice-versa. Academic performance was obtained by computing the mean performance index in the three termly examination results for each student. The significant level (p-value) was set at .05. Table 4.19 shows the correlation analysis results in SPSS output.

**Table 4.19: Relationship between Schools Based Psychosocial Issues and Students'**

<b>Academic Performance</b>		<b>Peer pressure</b>	<b>Motivation</b>
Students' academic performance	Pearson Correlation	-.186**	.368**
	Sig. (2-tailed)	.001	.000
	N	327	327

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

Table 4.19 indicates that there was statistically significant correlation between the two aspects of school based psychosocial issues and student's academic performance.

However, the relationship differs in direction; peer pressure had reciprocal relationship ( $r = -.186$ ;  $p = .001$ ) to student's academic performance while student motivation had positive relationship ( $r = .368$ ;  $p < .05$ ) to student's academic performance. High ratings on peer pressure associated to decrease students' academic performance and vice-versa, while high ratings in student motivation was associated to high academic performance and vice-versa.

Research findings from Deepika and Prema (2017) opined that peer influence could be very detrimental to the life of an adolescent since at this age, they spend much of their time in fixed groups regardless of their opinion of these groups. Peer influence can mobilize adolescent's energy and motivate them towards success. At the same time if there are no organized structures for the management of these groups then, the imitated values would be very negative and could adversely impact on the academic performance of the students. Egbo (2018) further reiterated that a lot of influence caused by peer could either be positive or negative depending on the direction and support given by the relevant authorities to best manage the peers especially at the developmental years of adolescence when they need to be guided most on their accomplishments.

Motivation is a very important ingredient in the academic line of most students. Alderman (2004) indicates that those students who have optimum motivation have an edge because they have adaptive attitudes and strategies such as maintaining intrinsic interest, goal setting and self monitoring. All these attributes will automatically boost the academic standards of the students.

The researcher further estimated the level of influence of school based psychosocial issues on student's academic performance, through the computation of a coefficient of determination using regression analysis and the result is reflected in Table 4.20 below

**Table 4.20: Model Summary on Regression Analysis of Influence of School Based**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.407 <sup>a</sup>	.166	.161	1.42040

a. Predictors: (Constant), Motivation, Peer pressure

b. Dependent Variable: Students' academic performance

The two aspects of school psychosocial based factors were computed directly in the regression model to evaluate their collective influence on student academic performance. The model summary shows that school based psychosocial issues combined accounted for 16.6% (coefficient  $R^2=.166$ ) of the variation in students' academic performance. The calculated coefficient suggested the level of variation in the school based psychosocial issues accounts for about 17% of the variability in academic performance among secondary school students. However, to establish whether school based psychosocial issues were a significant predictor to students' academic performance, Analysis of Variance was conducted, as suggested by Creswell (2014).

**Table 4.21: ANOVA- Influence of School Based Psychosocial on Students' Academic performance**

<b>Model</b>	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	130.110	2	65.055	32.245	.000 <sup>b</sup>
Residual	653.681	324	2.018		
Total	783.791	326			

a. Dependent Variable: Students' academic performance

b. Predictors: (Constant), Motivation, Peer pressure

From the ANOVA output shown in Table 4.21, it is evident that school based psychosocial issues is significant predictor to students' academic performance,  $F(3, 324) = 32.245$ ,  $p = .000 < .05$ ;  $R^2 = .166$ . Given that the influence is statistically significant, the hypothesis that, "there is no statistically significant influence of school based psychosocial on students' academic performance was rejected. Subsequently, it was concluded that there is statistically significant influence of school based psychosocial issues on student's academic performance.

A study by Pintrich (2003) indicated that motivation and peer influence among other school factors contributes to the acquisition of cognitive, social and emotional values hence making the learners to perform better in their studies. Performance is not only the scores and grades but also attitude and behavior change in an individual. Temitope and Christy (2015) found out that both girls and boys get motivated when they socialize as this raises the self regulation, awareness and self drives in the performance of varied tasks assigned to them in schools. Sikhwari (2014) is in agreement that motivation which could either be intrinsic or extrinsic has a lot of impact on the academic standards of the learners. When the school environment is captivating and conducive then systems and traditions set by the administrators and authorities will be accomplished. All the stakeholders become satisfied and there exists continual enjoyment of the stable academic standards in such institutions.

#### **4.5.4 Multiple Regression Analysis**

There was need to conduct a multiple regression analysis for the establishment of a linear model that could be used to describe the optimal level of academic performance among public secondary school students given various aspects of psychosocial issues.

This was done by use of multiple regression analysis, where all the variables were factored in the model. The multiple-regression did not only help to investigate how well the set of the independent variables were able to predict the level academic performance among public secondary school students, it also provided information about the relative contribution of each of the variables that make up the model. Each aspect of psychosocial issues was evaluated in terms of its predictive power, over and above that offered by all the other psychosocial issues. It therefore aided the researcher to establish to what level the variance was unique, either in the dependent variable, or of the independent variables that were explained. This was shown by coefficients values in Table 4.22.

**Table 4.22: Regression Analysis Model summary output: Psychosocial Issues on Student Academic Performance**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.613 <sup>a</sup>	.376	.360	1.24003

a. Predictors: (Constant), Motivation, Abandonment, Peer pressure, Isolation, Anxiety, Parental Attachment, Parental Involvement, Parental socio-economic

b. Dependent Variable: Students' academic performance level

In Table 4.22, it is evident that the psychosocial issues put together accounted for 37.6%, as signified by coefficient of  $R^2=.376$ , of the variation in academic performance among public secondary school students.

**Table 4.23: Analysis of Variance- Psychosocial Issues on Student Academic Performance**

<b>Model</b>	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	294.815	8	36.852	23.966	.000 <sup>b</sup>
Residual	488.977	318	1.538		
Total	783.791	326			

a. Dependent Variable: Students' academic performance

b. Predictors: (Constant), Motivation, Abandonment, Peer pressure, Isolation, Anxiety, Parental Attachment, Parental Involvement, Parental socio-economic level

Further, ANOVA results output (Table 4.23) indicated that the model as a whole was significant,  $F(8, 318) = 23.966$ ,  $p = .000 < .05$ ,  $R^2 = .376$ . The results from the models computed confirmed the suitability of the model as a significant predictor of level of academic performance among public secondary school students.

#### **4.5.5 The regression prediction model**

A regression model was developed to forecast the relationship between psychosocial issues and academic performance among students in public secondary schools. This model was appropriate because each of the predictor variables was independent and non-mutually exclusive. Table 4.24 shows the coefficient values of each aspect of behavior modification practices.

**Table 4.24: Coefficient Output: Psychosocial Issues on Student Academic**

**Performance**

Model	Unstandardized		Standardized	t	Sig.	95.0% Confidence	
	Coefficients		Coefficients			Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	.556	2.415		.230	.818	-4.195	5.306
Anxiety	1.215	.594	.302	2.046	.042	.046	2.383
Abandonment	-.581	.103	-.262	-5.652	.000	-.783	-.379
Isolation	-.510	.166	-.141	-3.076	.002	-.836	-.184
Parental Attachment	.144	.206	.060	.697	.486	-.262	.549
Parental Involvement	.616	.206	.263	2.989	.003	.211	1.022
Parental socio-economic level	1.421	.451	.334	2.262	.024	.133	1.909
Peer pressure	-.344	.148	-.106	-2.320	.021	-.636	-.052
Motivation	.693	.137	.244	5.077	.000	.425	.962

a. Dependent Variable: Students' academic performance

In this model:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \beta_7 X_7 + \beta_8 X_8 + \varepsilon.$$

Where: Y is Students' Academic Performance

- X<sub>1</sub> Anxiety
- X<sub>2</sub> Abandonment
- X<sub>3</sub> Isolation
- X<sub>4</sub> Parental attachment
- X<sub>5</sub> Parental involvement
- X<sub>6</sub> Parental socio-economic levels
- X<sub>7</sub> Peer pressure
- X<sub>8</sub> Student motivation

Predicated optimum level of students' academic performance was presented by:

$$.556units + 1.215X_1units - .581X_2units - .510 X_3units + .144X_4 units + .616X_5 units + 1.421X_6 units - .344X_7 units + .693X_8 units + error.$$

From the model, the coefficients indicate how much students' academic performance varies with each aspect of psychosocial issues when other variables are held constant. It emerged that parental socio-economic factors had the highest influence on students' academic performance. This was reflected by the unstandardized coefficient,  $X_6$ , which is equal to 1.421 means that for each one-unit improvement in parental socio-economic levels, there is an increase in students' academic performance of 1.021units. On the contrary, parental attachment reflected the least effect on students' academic performance. A unit increase in perceived level of parental attachment, would be only result .144 units' improvement in academic performance among the secondary school students.

The conclusion from the statistics showed that the model adequately predicted the students' academic performance in public secondary schools within the County. The statistical significance [ $F(8, 318) = 23.966, p = .000 < .05$ ], ideally accounted for a fairly large variability 37.6% ( $R^2 = .376$ ) in the learner's level of scholastic achievement in the secondary schools.

#### **4.6 Interventional measures for the management of the Psychosocial Issues in Public Secondary Schools in Migori County**

The last objective of the study of the study purposely sought to identify some of the interventional measures that if incorporated could help address the prevalence of the psychosocial issues of students in secondary schools in Migori County. This objective was analyzed qualitatively and the views of the respondents are here below discussed;

##### **4.6.1 Provision of counseling services in schools**

Analysis from the focus group discussion schedule went ahead to establish the student opinion on interventional measures to psychosocial issues. Most of the students felt that the provision of counseling services in schools would help them out of difficult

situations which they might have been influenced into without determining consequences on their academic achievement. The following comments were raised from different participants.

*“Little did we know you can be talked to in a polite way and reveal to a counselor everything in your deepest part of the heart? In fact, parents are forceful and never take time to understand what we experience at home and at school. With the closeness and understanding and attention accorded during counseling, it is evident that impossibilities become possible. Not even one student is poor academically; all of us can pass if one is close to us. Furthermore, we cannot be involved in unwanted or uncalled for behaviors while we are in school”* (participant 5 FGD 8)

Another principal had the following to say;

*“The students who normally go for counseling sessions have shown improvements in their academic adjustments and would always attest to the others of the importance of therapies”*(PR 16)

Similarly, the HOD guidance and counseling of one of the girl’s secondary schools commented that;

*“Girls are always happy when teachers are very close to them. They feel free to disclose their problems to teacher counselors and have shown a lot of improvements in their class work especially when they have to work on difficult concept”* (HOD 22)

The study findings declared that students at times get involved in undesirable behaviors because of lack of therapy in their lives. Parents do not have counseling skills and it is for this that their children cannot open up to share with them their challenges. According to Baker and Gerler (2001) in America, school counseling programs have significant influence on discipline problems. The students who participated in school counseling programs had significantly less inappropriate behaviors and more positive attitudes towards school than those students who did not participate in the counseling programs. In addition group counseling provided by school counselors significantly decreased participant’s aggressive and hostile behaviors.

The documented analysis from the guidance and counseling departments from one of the secondary schools showed that counseling services offered in the school had achieved in the modification of the behaviors and characters of learners who had possessed maladaptive behaviors hence improving their academic competence. Information gathered from the major occurrence book diagnosed revealed that a learner had bought petrol and had threatened to burn down the school. The student had been notorious for creating chaos in class and becoming disruptive while others are studying. The guardian also reported to the school administration that the learner was suspected to be involved in cult. In addition, the learner was defiant at home, would bring poor results, refused to undertake household chores and would sleep away from home whenever he felt to do so. The student went as far as spending most of his time with age mates who had dropped out of school. It was disgrace to the guardian. However, the learner received guidance and counseling services from school and finally changed positively and academically. He showed a lot of improvement and surprised the others when he emerged in top twenty in the end term exams.

Saket (2014) in his study observed that all academic institutions should contribute to the total educational process directed to the development of personality of youthful students. Unfortunately most learning institutions in Migori county, public schools inclusive are unable to assist students to confront this monster of academic anxiety. Bala and Shaafu (2016) postulated that counseling inculcates academic focus and promotes healthy school life in student through mitigating against failure, drop- out and wastage, hence efforts towards ensuring equity, retention and high completion rates have not yielded expected returns.

#### 4.6.2 Provision of trained/ professional counselor teachers

Qualitative interviews established that counseling therapies and understanding of theories of counseling enhanced self-esteem among the learners. The learner's psychosocial issues are quite complex and needs a deeper understanding on the skills and approaches for them to be managed. Counseling experience would be a remedy and availability of the counseling services should be advocated for in the learning institution. One respondent remarked:

*“Most of the teachers appointed to offer counseling services in the schools seemingly do not have the necessary qualifications and experiences to diagnose the occurrence of the psychosocial issues in our schools. There is a cute understaffing and therefore the teacher responsible for guidance and counseling has to perform other teaching duties in different classes. The teacher of guidance and counseling having finished teaching at the end of the lesson, feels completely exhausted and might not be willing to attend to the students counseling needs due the exhaustion as a result of too much workload bestowed on him ” (PR, 8)*

The views of the above principal coded (PR 8) observed that guidance and counseling in some schools is handled by teachers who are only appointed by the schools and do not have professional skills, qualities and expertise. At the same time this teacher has other duties at school to perform and thus they have limited time for the attention of the learner's psychosocial needs. To some respondents they believed that guidance and counseling is done haphazardly in the schools and without any defined order. A principal in one of the secondary schools had the following to comment;

*“The government has to be blamed. The school is seriously understaffed; you would wonder a school with four classes. The TSC teachers are 4 including the principal. How possible would it be for the appointed guidance and counseling teacher to take time listening to the student's problems at the expense of syllabus coverage. It is impossible additional teachers are needed in fact teachers specifically meant to offer psychotherapy in the school to be posted to schools and be exempted from teaching duties so as to give students time for their challenges to be listened to this would help them cop and form strategies for their problems before it is too late” (PR, 25.)*

In one of the day secondary schools in the sample, the students did not realize the impact of counseling in their lives as they believed teachers only advised and forced their will on them. In one of the focus group discussions the following were the remarks of one of the participants;

*“Our teachers don’t want to listen to us when we are in trouble, and the best that can be done to you is to be punished even if the problem is never so complex. Furthermore, even if you share an idea which looks confidential, you would be surprised to hear the same problem being talked to by other teachers” (participant 2 FGD 14)*

The excerpts from the above respondent suggested that guidance should not be done by chance since it is a process. The government should provide personnel with well-equipped skills or provide professionals whose main duty is the provision of counseling and not teaching as this denies them time to devote to counseling issues. The counselors need to be well equipped with all the counseling skills and ethical values i.e. confidentiality and anonymity among others. These counseling qualities would ideally help students develop trust and security as they solve conflicts in their daily lives. This too was supported by Mwangi (2014) study in Kenya who reiterated that counseling contributes to positive attitude towards self-discipline and good value and therefore needs good time for its provision. However, Yaworski (2012) study in the United States contends that even though teachers have been trained on non-violent methods of managing behavior and how to implement the strategies, classrooms still go through a myriad of behavior problems.

According to Wambu and Wickman (2011) despite the presence of school counselors in most schools, their role is unclear to the consumers of counseling services. The school counselors still have teaching loads in their time tables which they must attend to. The dual responsibility leaves the school counselor with very limited time to dedicate for

counseling services to the students. The above study further continued to observe that guidance and counseling in Kenya mainly focuses on responsive services where school counselor deals with issues referred to them by the principals or teachers. The counseling is only offered during break time, Lunch, games time and after school. This is very insufficient.

Further responses from the interviewed respondents reiterated that guidance and counseling was a commendable remedy or interventional measure for the student's psychosocial issues in modifying the behavior of learners. They managed to get rid of unwanted habits and to acquire desirable ones. Especially in day schools, boy- girl relationship is rampant but most students who had been involved in such unhealthy practices changed after receiving guidance and counseling services.

In addition, students who were guided and counseled continuously controlled their level of engagement in undesirable/maladaptive behavior, as was observed by one respondent:

*“In our school, guidance and counseling is very instrumental for the students who engage in boy- girl relationship. They have experienced behavior modification as a result of being given direction and being sensitized that the uncalled for/ premature relationships end up in futility”*  
(HOD, 22)

The reflections of HOD 22 imply that guidance and counseling enable the students to adopt healthy relationship between boys and girls in the school. Ruso (2014) study in America supports that having personal conversation with students shows them that their feelings are valued. Osakwe (2012) study in Kenya also agrees that teachers should pay attention to emotional, social and psychological incompetence of their learners. However, Dodge (2011) study in America disagrees that schools have their own doctrines which are cultural, ineffective and these are used methods to manage student

behavior, and there is need to change to current researched methods and interventional measures. Auni, Ong'unya and Jepchirchir (2014) also concur that counseling has not contributed positively towards student's social adjustment due to ineffective strategies which are being implemented.

#### **4.6.3 Regular academic clinics**

Further qualitative findings from principals gave other suggestive ways for helping students go through the psychosocial issues while at school and at home. One of the principals responded that;

*“As a school, the best we can do is to organize for academic clinics where parents are invited to school. During such meetings parents would be discussed with the challenges of their sons and daughters. We hope the parents who do not have time to help their children may see the dire need of being very close to their children to understand their needs” (PR, 11)*

In other secondary schools the teachers confirmed the importance of regular academic clinics organized in schools either termly or based on class levels as this would enable the student's problems be shared and strategies sought before the challenges are worsened. The following are the comments raised by one of the secondary school teachers; our students need.

Further, there was the revelation that the interventional measures needed total involvement from all stakeholders and the entire community. The following respondent remarked;

*“It is very complex to understand the issues of our adolescents. Parents think they are right when indeed they have done very little in shaping the behaviors of their children. Being harsh has never helped. It is important for the parents to attend meetings called in schools to discuss academic challenges of their sons and daughters (PR 23). Communities to organize for the community based support groups where the students are given mentors. The churches also should not be neglected and should provide spiritual counseling to the youths. I believe through such measures, at least the students will be at school with opened sights to bear the challenges they face in life. (PR, 17)*

The above comments were also supported by most of the guidance and counseling departmental heads. A respondent remarked;

*“Parents think the teachers should know every student’s problem. The whole burden is thrown to the teacher and the indeed the best is to start at home, church and the community at large from where the students come from. If churches are genuine, they should be offering spiritual guidance to the youths. Through this, it would be very easy for students to undergo a quick and responsive therapy” (GC, 4)*

In the focus group discussions, the students discussed interventional measures for the psychosocial issues and a participant remarked;

*“The teachers should not think that when we study during games time in pairs thus male and female student that we are discussing unhealthy relationships. Let the students be made aware that they are sisters and brothers and above all the spirit of competition should be enhanced between the boys and girls. Moreover, some girls are even brighter in some subjects than the boys and thus being very close to one another would promote attitudes of some of us toward some studies. Let the guidance and counseling teachers remain confidential on the issues we take to them. In fact, you could be having a relationship which is unhealthy but once counseled, it becomes sad the next day you hear about it on parade being commented on at the assembly by the principal. Students get demoralized, becomes emotional and this may encourage them to continue with undesirable behaviors” (participant 4, FGD 5)*

A Principal also commented

*“Let the parents help their sons and daughters by checking assignments, help them counsel and give guidance. However, some students have claimed that absence of farther posed a big challenge towards their success since the mother who remains the sole provider for the family needs do not get time to establish the challenges of their children. If it were better the single parents would also play their roles in children behavior modification” (PR, 30)*

From the above excerpts, it is very clear that students need help from home, community and school. In addition, the church should be at the epicenter in the provision of emotional, psychological and spiritual support to the youths. According to Kimani, (2015), the effective provision of counseling in the schools could only be achieved if there was proper infusion of guidance and counseling services and proper allocation and provision of adequate personnel to handle the students’ challenges in the schools.

Besides this there is need for better remuneration to trained staff. The researcher perceived the above measures as motivational factors which would bring the spirit of selfless service delivery to the students especially in the public secondary schools across the eight sub counties of the county.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The chapter summarizes the research study, presents the main findings and conclusions and the research recommendation for action, improvement and further research. Based on the review of relevant and related literatures, conclusions were drawn from findings of the study presented in the previous chapters. All the research tools have been attached in the research at the end of the thesis.

#### **5.2 Summary of the Findings of the Study**

The goal of this summary is to highlight important research findings on the influence of psychosocial issues of students in public secondary schools where the study was conducted. Firstly, the study established that;

- i. The questionnaire return rate was 86.3%
- ii. The outcome of the study further displayed that majority of the respondents were boys 72.5% and girls 27.5% showing that there is gender disparity in terms of secondary school's students enrolment in Migori County.
- iii. The studies showed that, majority of the respondent were aged between 16 and 17 years of age.
- iv. The findings also indicated that majority of the respondent were either Catholics (38.8%) or protestants (39.4%)
- v. Lastly the survey established that, although the majority of the student (62.4%) were in boarding schools significant proportion of them were in day secondary schools

### **5.2.1 Psychological issues and students' academic performance in public secondary Schools**

The study summarily established the existence of a moderate level of anxiety among the students in Migori County. It was reflected by average mean rating of 2.99(SD =0.56) in the anxiety scale of 1 to 5. On the same many of the student's exhibit presence of psychological stress which was characterized by feeling of fear, worry, uneasiness and dread. The sampled students displayed (mean = 2.74; SD =1.50) for the visible signs of nervousness. The signs included sweaty palms, shaky hands that were experienced right before a test.

The study established that most students held a strong belief (mean 4.07; SD =1.21) that anxiety affected their learning and by extension their academic performance. Majority accepted with (mean 3.67; SD =1.33) that anxiety disorganized their cognitive ability, most students held a strong conviction (mean =3.82; SD = 1.37) that anxiety as a factor if not managed could to a decline in the academic performance of the students.

The study further showed that a greater proportion of respondents sampled either did not suffer or suffered very little level of abandonment (SD 0.70), a negligible proportion (mean =1.84, SD =1.31) alluded that their parents do not support them. The study also showed that a significant proportion (mean =3.66, SD= 1.35) of the students revealed that their parents make sure they get enough sleep indicating lack of abandonment on the students. However, more than two out of every five (mean 2.10; SD =1.44) alluded that their parents ignore their feelings about difficult situation, a reflection of some level of abandonment.

The study revealed that students had varied opinions on isolation, for instance, a respectable proportion of (mean 3.90) of students indicated that they feel bad when isolated, grouping of low and higher achievers hurtled them (mean = 3.13) and this

demotivated them in learning. On the contrary some students felt it is normal (mean =2.77) to them even if hated and isolated. They felt encouraged (mean = 2.91) when they are isolated and this made them work harder.

There was statistically significant negative correlation between, the three aspects of psychological issues {Anxiety ( $r = -.140$ ;  $P = .011$ ); Abandonment ( $r = -.301$ ;  $P < .05$ ) and isolation ( $r = -.138$ ;  $P = .012$ ) and students' academic performance with high level of psychological issues associated to decrease in students' academic performance. Regression model summary revealed that psychological issues combined accounted for 14.9% as signified by coefficient  $R^2 = .149$ , of the variation in students' academic performance.

The qualitative analysis from the study indicated that students in secondary schools experience a lot of anxiety during exams as there are set goals and mean standards to be achieved, failure of which leads to explanations that specific students must give to the school authorities. The harshness and lack of understanding from the teachers killed the self esteem of students and as such, girls experienced a lot of psychological challenges in their studies. On the other side a number of parents tried their best to show love and care to their children and therefore reduced the level of psychological imbalance. In conclusion, the interviews, focused group discussions and the documentary analysis proved that psychological issues had a lot of impact on the academic achievement of students in the secondary schools in Migori County where the study was conducted.

### **5.2.2 Home-based psychosocial issues**

The respondents confirmed that there are fairly high attachments between them and the parents as was reflected by the mean average parental attachment scale of 3.49 with SD =0.66 on scale of 1 to 5. The outcome of the study confirmed that that respondents

always felt encouraged to study hard when their parents visited them occasionally in school which translated to a positive influence 3.68 and (SD= 1.44) on academic performance. The study findings indicated that some students suffer poor learning concentration in class when they stay away from parents for a long time as reflected by the mean rating of (22.24), SD=1.41) On parental attachment scale. Most of the respondents reiterated that there is high value when parents visited them (mean=3.87 SD= 1.39), parents provided emotional support when respondents were in trouble as arrested by (mean = 3.91; SD=1.22).

The study findings at the same time showed that there was fairly low parental involvement in the students' endeavor to succeed educationally an implication that education among the secondary school students in the county was at stake. In a scale of 1 to 5 the student's respondents rated their parents' involvement in their education at 2.51 and fairly low standards deviation of 0.59 an indication of concurrence in rating. A few proportion of students indicated that their parents occasionally (mean = 2.41; SD=1.11) help them in their project work and assignment at home. Study findings also revealed that a few proportion of students indicated that parents occasionally (mean=2.41; SD= 1.11) help them in their project work and assignment.

Findings of the study established that there is mixed level of socio-economic status among parents of students i.e. some students believe that at (mean= 2.60; SD= 1.34) their parents income is very stable. Study findings also revealed that whereas a respectable proportion (mean= 3.32) of the students believe that the level of their parent's education help them achieve academically, almost similar proportion (mean = 3.26) of students believe that students from either poor or rich families perform the same in examination since they all have similar opportunities likewise to students whose parents are employed and non-employed perform the same.

Statistically, Pearson correlation revealed that there was statistically significant positive correlation between the three aspects of the home-based psychological issues {parental attachment ( $r = .428$ ;  $p < .05$ ); parental involvement ( $r=.482$ ;  $p<.05$ ) and parental socioeconomic level ( $r=.175$ ;  $p=.002$ )} and the academic performance of the students. Results from regression analysis confirmed that home-based psychological issues combined accounted for 24.3% (coefficient  $R^2 = .243$ ) of the variation in students' academic performance. The variation realized accounted for about 24% of the variability in academic performance of the students. Results from ANOVA indicated that home-based psychological issues is a significant predictor to students' academic performance,  $F(3,323) = 34.513$ ,  $p=.0000 < .05$ ;  $R^2=.243$ .

The qualitative results from the interviews, focused group discussions disclosed that parents showed concern in the studies of their children. However, due to little time and exhaustion the parents failed to monitor the assignments given to their children though they provide almost all the resources needed in the schools. Parents went home exhausted after being involved in business activities. This was highly experienced with parents from high socioeconomic status. Students who came from the low socioeconomic level backgrounds felt motivated as academic achievement would be the only remedy of changing the faces of their homes in future. In conclusion, parental involvement, attachment and socio economic levels of the parents greatly contributed to the academic performance of the learners.

### **5.2.3 School Based Psychosocial Issues and Students' Academic Performance**

Findings of the survey revealed that peers caused pressure on themselves to study hard (mean=3.08) to do their homework (mean=3.21) to finish their assignment at the right time required mean of 3.06. Student alluded that their friends always (mean 3.19) urged them to get home early as expected by parents, some advised to form study groups

(mean= 3.280) to revisit problem areas. Findings revealed that overwhelming majority (mean=4.48; SD=1.12) of the students felt motivated that going to school will help them better prepared for the career they have chosen and another group (mean =4.12) felt that upon completion of school, they will be very important people. Results showed that (mean =4.08) most of the students derived motivation simply by being appreciated and praised by their teachers.

The research hypothesis testing observed that there was statistically significant correlation between the two aspects of school based psychosocial issues thus motivation and peer pressure and the students' academic performance. However, the relationship differs in direction; peer pressure had reciprocal relationship ( $r=-.186$ ;  $p=.001$ ) to students' academic performance while motivation had positive relationship ( $r=.368$ ;  $p<.05$ ) to students' academic performance

Regression analysis computed revealed that school based psychosocial issues combined accounted for 16.6% (co-efficient  $R^2 = .166$ ) of the variation in students' academic performance thus variation in the level of school based psychosocial issues accounted for about 17% of the variability in academic performance among secondary school students. Results from **ANOVA** output showed that school based psychosocial issues is significant predictor to students' academic performance  $F(3,324) = 32.245$ ,  $p=.000<.05$ ;  $R^2=.166$ .

The qualitative findings revealed that peer has a lot of influence on the students and helps them acquire desirable character traits. However, the schools must put in place experienced counsellors to deal with the students counseling needs and to direct group dynamics that would be focusing on the intended goals to be achieved by the learners. The school itself has to be conducive as this is also a motivational factor in the

academic achievement of the students. With intrinsic and extrinsic motivation the students tend to achieve highly in the schools.

#### **5.2.4 Interventional measures to address psychosocial issues**

The findings suggested that there is need of setting up counseling centers in schools where students' problems and issues are addressed. The study also revealed that there is need for some levels of professionalism in the provision of counseling. The use of quacks has done very little to handle the student's problems. From the results of the study, it was observed that the government has not done much to equip the schools with adequate counselors who should be relieved from teaching duties. Interviews between the researchers and the principals indicated that academic clinics should be organized and parents involved so that they express the challenges they experience with their sons and daughters. The qualitative analysis found out that there is need for the community based support groups where the students should be exposed to. Lastly, the study findings highlighted the importance of the churches in the provision of spiritual counseling to the youths and support programs that once initiated would help the students even when they are home.

The qualitative results that were highlighted during the interviews focussed group discussions included; provision of counseling services in the schools which will help in the control of undesirable behaviors that impact negatively on the academic output of the learners. It was observed that in most schools the guidance and counseling office is not operational. Other interventional measures included provision of trained/ professional counsellor teachers who would offer counseling services in an ethical manner and not as it is haphazardly done in most schools and conducting academic clinics which are regularly done.

### **5.3 Conclusions**

In conclusion, the study finding showed that there existed statistically significant negative correlation between the three aspects of psychological issues anxiety, abandonment and Isolation and student's academic performance, with high level of psychological issues associated to decrease in students' academic performance. There was statistically significant positive correlation between the three aspects of home based psychosocial issues; Parental attachment, Parental involvement and Parental socio-economic level and student's academic performance, with ratings on home based psychosocial issues associated to improvement in students' academic performance. There was statistically significant correlation between the two aspects of school based psychosocial issues and student's academic performance. However, the relationship differs in direction; peer pressure had reciprocal relationship to student's academic performance while student motivation had positive relationship to student's academic performance.

Similarly the experienced high ratings on peer pressure was associated to decrease in the students' academic performance and vice-versa, while the surveyed high ratings in the student motivation was associated to high academic performance. The statistical methods that were computed revealed that parental socio-economic factors had the highest influence on students' academic performance while parental attachment reflected the least effect on students' academic performance. Interventional measures that can address the psychosocial issues include provision of counseling services in schools, provision of trained/ professional counselor teachers and regular academic clinics.

In a nut shell, the study confirmed the role of anxiety, isolation and abandonment which are all psychological issues that pose a lot of influence on the academic performance of students. Additionally parental socioeconomic level is key in upholding the educational standards of learners. Lastly, peer influence could be dangerous to the lives of adolescents if the groups are not well managed and monitored. It was confirmed that peer influence had negative impacts on the academic standards. Motivation however is an important ingredient in uplifting the academic standards of the learners.

#### **5.4 Recommendations of the Study**

Based on the study findings the following recommendations have been advanced;

- i. Due to fact that psychological issues greatly impacted on the academic performance of the students, a close observation on anxiety, isolation and abandonment revealed that anxiety disorganized cognitive ability and thus led to poor academic achievement. It is thus recommended that schools should provide professionals to handle psychological issues. The Ministry of Education on the other hand should implement policies that focus on the management of psychological issues on students.
- ii. The home is a very crucial environment for proper growth and adjustment of the children. Conflicts resolution begins at home and thus from the study it was revealed that home based psychosocial issues had a lot of impact on the academic growth of the learners. Parents should thus be sensitized by education stakeholders, churches and Non Governmental Organizations (NGOs) to provide a favorable home environment besides offering correct parental attachment and involvement towards their children welfare.
- iii. The school being a system that contributes a lot to the acquisition and retention of skills in the schools, the students acquire adaptive and could also learn

maladaptive behaviors. The study therefore recommended that schools should put in place policies that improve motivation and peer group activities designed to help improve the academic performance of the students.

### **5.5 Suggestions for Further Research**

The study further suggests that:

- i. This study was conducted in only One County which is one of the forty seven (47) Counties in Kenya, the result may not be generalized for another county, a similar study should be done in other counties to bring out the real picture of the study findings.
- ii. There are quite a number of private secondary schools in the County with so many students from varied family backgrounds. However, such students could not get an opportunity to be involved in the study due the fact that the study was in public secondary schools. The study therefore suggested that a related study be carried out in the private secondary schools to ascertain the real/ideal study findings.
- iii. The research only focused on some few selected psychological, home-based psychosocial and school-based psychosocial issues influencing students' academic performance. The research suggested that similar studies be done for other psychological, home based and school based factors which could also be influencing the academic performance of the students.
- iv. The study was conducted in the secondary schools where the students are maturing and could reason out based on the instruments which were used and could be complex. A similar study should be conducted in the primary schools to verify the impact of the variables on the academic performance of the students across the county.

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## APPENDICES

### APPENDIX I: INTRODUCTORY LETTER

**To whom it may Concern.**

I am a student at Rongo University pursuing Doctorate Degree in Educational psychology, and would like to conduct a study on the influence of psychosocial issues on academic performance among secondary school students in Migori County, Kenya. The findings of this study may provide the information on the psychosocial issues and their impact on academics. Any information you give will be useful in determining the access of the study. Your response will be treated with a lot of confidentiality and will only be used by the purpose of this study.

Sign:.....

Date:.....

## APPENDIX II: STUDENTS QUESTIONNAIRE

You have been selected to participate in a study entitled ‘**Influence of psychosocial issues on Students’ academic performance in public secondary schools in Migori County**. Please assist by filling this questionnaire as honestly as possible. The information given shall be treated with at most confidentiality and for the purpose of this study only.

Please tick the appropriate alternative or fill in the spaces or give your opinion as it applies to you

### PART A

1. Sex:        Male         Female
2. Age:        12-15         16-22         23and above
3. Class:      Form one     Form two     Form three     Form four
4. Religion: Catholic  Protestant  Muslim  Pagan  others \_\_\_\_\_
5. Boarding                       Day

### PART B

#### PSYCHOLOGICAL ISSUES

1. The statement below is concerns of psychological issues and academic performance.

Please indicate by a tick (✓) one alternative you feel best suit each.

#### Key:

Strongly Agree (SA) = 5,

Agree (A) = 4,

Undecided (U) = 3;

Disagree (D) = 2;

Strongly disagree (SD) =1

## A. ANXIETY SCALE

		1	2	3	4	5
1.	Anxiety affects my learning					
2.	Anxiety disorganizes my cognitive ability					
3.	Anxiety results to failure leading to poor performance					
4.	Anxious people can always concentrate on their studies					
5.	Anxiety results to confusion when I am preparing for exams					
6.	When I am talked to before exams I feel less anxious					
7.	I have visible signs of nervousness such as sweaty palms, shaky hands and so on right before a test					
8.	I feel nauseated before a test.					
9.	I have “butterflies” in my stomach before a test.					
10.	I read through the test and feel that I do not know any of the answers					
11.	I panic before and during a test					
12.	My mind goes blank during a test					
13.	I remember the information that I blanked once I get out of the testing situation					
14.	I have trouble choosing answers.					
15.	I make mistakes on easy questions or put answers in the wrong place.					
16.	I have trouble sleeping the night before a test.					
17.	My teachers do listen to me when I am anxious					
18.	I feel I should disclose to my teachers when I am anxious					
19.	I normally share with my friends when I am anxious					
20.	My teachers know when I am anxious and always help me.					

### ABANDONMENT SCALE

		1	2	3	4	5
1.	I feel my parents do not support me as they should.					
2.	My parents support my other siblings more than me.					
3.	My parents do not care even if what I do is right or wrong.					
4.	My parents ignore my feelings about difficult situations when I am at school					
5.	My parents make sure I get enough sleep.					
6.	No parents is interested in my activities or hobbies					
7.	I am never helped by my parents to do homework given in school.					
8.	I am not praised by my parents even after an excellent performance in school.					
9.	My parents do not tell me they love me.					
10.	Parents do not show interest in my grades in school.					
11.	They do not care if I get into a problem in school.					
12.	Parents do not show interest in my grades in school.					

### ISOLATION SCALE

	Key: Strongly Agree (SA) = 5, Agree (A) = 4, Undecided (U) = 3; Disagree (D) = 2; Strongly disagree (SD) =1	1	2	3	4	5
1	I feel bad when isolated by my fellow students					
2	I feel isolated by my teachers in school.					
3	I feel belittled when the teacher points at others in class and not me.					
4	In most cases, I feel isolated during group work in class.					
5	.My peers always run away from me in class.					
6	I am not always nominated to represent the group in giving presentations.					
7.	I feel encouraged when I am isolated and this even makes me work more harder					
8.	Teachers attitude of grouping low achiever and high achiever hurts me and demotivates me in learning					
9.	When isolated, I perform poorly in my class work exams					
10.	It is normal to me even if others in class hate me.					

## PARENTAL ATTACHMENT SCALE

	Key: Strongly Agree (SA) = 5, Agree (A) = 4, Undecided (U) = 3; Disagree (D) = 2; Strongly disagree (SD) =1	1	2	3	4	5
1	Staying away from my parents affect my learning concentration in class					
2	When dismissed from school, it is important that my parent follow up					
3	My parents are right when they allow teachers to punish me when I am wrong					
4	I feel encouraged to study hard when my parents visit me occasionally in school					
5	My relationship with my father makes me to perform better in school					
6	My relationship with my mother makes me perform better in my academics					
7	My parents are persons I can count on to provide emotional support when I feel troubled.					
8.	I feel disappointed with my parents' responses.					
9.	I feel confident that things will work well in my students after solving emotional challenges with my parents					
10.	My parents give me advise whether or not I want					
11	My parents have provided me a freedom to experiment and learn things on my own					
12.	Parents encourage me to make my own decision					

## PARENTAL INVOLVEMENT RATING SCALE

		1	2	3	4	5
1.	I feel comfortable when my parents make a schedule visit to my classroom					
2.	I feel comfortable when my parents came to school to do follow up in my studies					
3.	I feel encouraged to study hard when I am visited by my parents during visiting days					
4.	Parents involvement in school academic programs can help teachers to be more affective with students					
5.	Parents involvement in my studies discourage me since “they “have expectation from me that I cannot manage					
6.	My parents advise me regarding my friends influence					
7.	My parents help me in my projects work and assignments					
8.	My parents take part in the parent teacher meeting and take the suggestion given by the teacher seriously					
9.	They have high aspiration about my future.					
10.	My parents sit and talk to me whenever I get bored					
11.	My parents take interest in the progress of my school activities					
12.	My parents encourage me to share my daily experiences in the school					
13.	For scoring good marks in examination my parents reward me with gifts					

	<b>PARENTAL SOCIO-ECONOMIC LEVEL RATING SCALE</b>	1	2	3	4	5
1.	I believe students from poor and rich families perform the same in examinations.					
2.	The level of my parents education help me achieve academically					
3.	Students from poor families perform better than those from rich families.					
4.	Students from rich families perform better than from poor families					
5.	My parent's occupation does not give them time to discuss with me the academic progress.					
6.	The income level of my parents have an effect on the choice of school that I am attending					
7.	My fees is always paid at the right time and never been sent home for fees frequently.					
8.	My parents are able to spend part of their income to buy me learning resources like books etc.					
9.	My parent's income is very stable.					
10	My parents / guardians visit school to monitor my academic progress.					
11.	My parents never went to school and believe one can get a lot of riches i.e. through mining, farming, fishing etc. and so do not show concern in my studies.					
12.	Students whose parents are employed perform better than those whose parents are non-employed.					

## PEER PRESSURE SCALE

<b>How strong is the pressure from your friend to;</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Study hard,					
Do your home work					
Take different classes than your class take					
Be social, do things with other people					
Finish the assignment at the right time required					
Not try to be tough, stay out of fights					
Not go to school dances					
Get home by the time your parents say you should be					
Get along well with your parents					
Hate specific teachers because you hate his/her subject					
Sneak out of school especially through the fence to look for drugs outside					
Be involved in strikes and demonstrations in school when there is a problem/crisis i.e. food badly cooked, no water etc					
Form a group study to revisit areas not well understood					
Not visit a religious group in the school					
Not ask your friend who you should go out with					
Go out with friends on weekends					
Give teachers hard time					

## MOTIVATION SCALE

		1	2	3	4	5
1.	Going to school will help me better prepared for the career I have chosen					
2.	I experience pleasure and satisfaction while learning new things in school					
3.	For me going to school is for fun.					
4.	I experience high feeling while reading about various interesting subjects.					
5.	I feel there is satisfaction when I am in the process of accomplishing difficult academic activities.					
6.	I don't know; I can't understand what I am doing in the school.					
7.	I once had good reasons for going to school; however now I wonder whether I should continue					
8.	Honestly, I don't know; I really feel that am wasting my time in school.					
9.	I feel I go to school because I want to have the good life later on					
10.	When praised by teachers in school, I feel more encouraged to even work harder in class.					
11.	I feel motivated because my studies allow me to continue to learn about many things that interest me and new to me.					
12.	I feel that when I succeed in school, I feel important and will be respected by the scholars from my area.					

**APPENDIX III: ACADEMIC ACHIEVEMENT PROGRESS REPORT**

<b>TERM/YEARS</b>	<b>MARKS</b>	<b>GRADE</b>
TERM I 2018		
TERM II 2018		
TERM III 2018		

**APPENDIX IV**

**GUIDANCE AND COUNSELING TEACHERS INTERVIEW GUIDE**

1. Please indicate your gender (F)  (M)
2. What is your age Bracket  
a) 25 years and below  b) 26 – 34yrs  c) 35-40yrs   
d) 45 and above
3. Indicate your teaching experience in years  
a) 0 – 10yrs  b) 11- 20yrs  c) 21- 30yrs  d) 31 and above
4. What is your professional qualification a) PHD  b) Masters   
c) First Degree  d) Diploma  e) Others.   
Specify \_\_\_\_\_
5. In which category is your school?  
a) Girls boarding  b ) Boys boarding  c) Mixed boarding   
d) Mixed Day  e) Mixed day and boarding
- i. Do students experience psychosocial problems? **Yes**  **No**
- ii. If yes state some of these problems \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- iii. Do you always ask the students to come for guidance and counseling as a result of these problems? **Yes**  **No**
- iv. If yes how frequent? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- v. Is there any relationship between the prevalence of psychosocial issues and academic achievement?  
**Yes**  **No**   
If yes state the relationship \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

vi. What do you suggest as guidance and counseling measures that could help solve these problems. \_\_\_\_\_

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vii. What home factors do students disclose during counseling session? \_\_\_\_\_

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viii. In your own opinion what are some of the school factors they disclose as challenges to their academic. \_\_\_\_\_

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## APPENDIX V: PRINCIPAL'S INTERVIEW GUIDE

### PART A

1. Please indicate your gender (F)  (M)
2. What is your age Bracket
  - a) 25 years and below
  - b) 26 – 34yrs
  - c) 35-40yrs
  - d) 45 and above
3. Indicate your teaching experience in years
  - a) 0 – 10yrs
  - b) 11- 20yrs
  - c) 21- 30yrs
  - d) 31 and above
4. What is your professional qualification?
  - a) PHD
  - b) Masters
  - c) First Degree
  - d) Diploma
  - e) Others Specify \_\_\_\_\_
5. In which category is your school?
  - a) Girls boarding
  - b) Boys boarding
  - c) Mixed boarding
  - d) Mixed Day
  - e) Mixed day and boarding

**PART B**

6. What are some of the psychosocial issues experienced by the students in your school?

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7. How does anxiety influence the Performance of boys and girls (students) in their academic?

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8. In what ways does abandonment by parent contribute to the academic achievement of student in school?

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9. How does isolation on the part of students influence their own academic growth?

---

---

10. In your own perception, what are some of the home-based psychosocial issues impacting on the learners academic achievement?

---

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11. In accordance to the school policy regulations and expectation what do you think are some of the school based psychosocial issues influencing academic performance of your students?

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12. In summary of the above psychosocial issues surrounding the students. What are some of the interventional measures you think could be put in place to address the prevalence of these issues and to boost the academic performance of the learners?

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End Thank you.

APPENDIX VI: RESEARCH AUTHORIZATION LETTERS



OFFICE OF THE DEAN  
SCHOOL OF GRADUATE STUDIES

Tel. 0771349741

P.O. Box 103 - 40404  
**RONGO**

Our Ref: **PES/7506/2014**

**Date:** Wednesday, February 13, 2019

The Chief Executive Officer,  
National Commission for Science, Technology & Innovation,  
off Waiyaki Way, Upper Kabete,  
P.O Box 30623-00100,  
**Nairobi-KENYA.**

Dear Sir,

**RE: RESEARCH PERMIT FOR MR. OKONGO C. OTIENO-PES/7506/2014**

We wish to inform you that the above person is a bona fide graduate student of Rongo University in the School of Education pursuing a PhD degree in Educational Psychology He has been authorized by the University to undertake research titled; ***"Influence Of Psycho-Social Issues On Students' Academic Performance In Public Secondary Schools In Migori County, Kenya"***.

This is, therefore, to request the commission to issue him with a research permit to enable him proceed for field work.

Your assistance to him shall be highly appreciated.

Thank you.

A handwritten signature in black ink, appearing to read "Anino".

Dr. Edward Anino  
**DEAN, SCHOOL OF GRADUATE STUDIES**

Copy to: Vice Chancellor  
Deputy Vice Chancellor (Academic and Student Affairs),  
Dean, School of Education  
HoD, Educational Psychology and Sciences





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

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2241349, 3310571, 2219420  
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Website: www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/66083/29825**

Date: **7<sup>th</sup> June, 2019.**

Okongo Calvince Otieno  
Rongo University  
P.O. Box 103-40404  
**RONGO.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *"Influence of psychosocial issues on students' academic performance in public secondary schools in Migori County, Kenya."* I am pleased to inform you that you have been authorized to undertake research in **Migori County** for the period ending **6<sup>th</sup> June, 2020.**

You are advised to report to **the County Commissioner and the County Director of Education, Migori County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

  
**BONFACE WANYAMA**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Migori County.

The County Director of Education  
Migori County.

# RESEARCH PERMIT

## THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

### CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

National Commission for Science, Technology and Innovation  
P.O. Box 30623 - 00100, Nairobi, Kenya  
TEL: 020 400 7000, 0713 788787, 0735 404245  
Email: dg@nacosti.go.ke, registry@nacosti.go.ke  
Website: www.nacosti.go.ke



REPUBLIC OF KENYA



National Commission for Science,  
Technology and Innovation

RESEARCH LICENSE

Serial No.A 25188

CONDITIONS: see back page

### THIS IS TO CERTIFY THAT:

**MR. OKONGO CALVINCE OTIENO  
of RONGO UNIVERSITY , 0-40404  
RONGO, has been permitted to conduct  
research in Migori County**

**on the topic: INFLUENCE OF  
PSYCHOSOCIAL ISSUES ON STUDENTS  
ACADEMIC PERFORMANCE IN PUBLIC  
SECONDARY SCHOOLS IN MIGORI  
COUNTY, KENYA**

**for the period ending:  
6th June, 2020**

.....  
**Applicant's  
Signature**

**Permit No : NACOSTI/P/19/66083/29825  
Date Of Issue : 7th June, 2019  
Fee Received : Ksh 2000**



.....  
**Director General  
National Commission for Science,  
Technology & Innovation**

## APPENDIX VII: MIGORI COUNTY MAP

