

Contribution of Home-Based Psychosocial Issues On Students Academic Performance In Public Secondary Schools In Migori County, Kenya.

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ABSTRACT

The home environment plays pivotal roles in determining children's future. Every other parent strives to be a role model to be emulated by the children right from childhood to maturity level when these children can now stand strong to respond to the societal demands of life. However, when the home environment is not cordial to the children, this could lead to psychological, biological, mental and social dysfunction a reflection of cognitive disorientation especially for the students in secondary schools. The above situation would undoubtedly lead to a performance which does not measure to the threshold of the learning institutions in which the children have been admitted to pursue their studies. Students in high schools are in critical periods with myriads of psychological, social and academic issues which affect them most of which require personal and confidential psychotherapeutic interventions that the parents themselves could avert to ensure successful completion of secondary education. The key objective of the study was to establish the contribution of home based psychosocial issues on the students' academic performance in public secondary schools in Migori County. The paper explores the extent to which parental attachment, socio economic status of parents and parental involvement which are all home based psychosocial factors contribute to the academic performance of both boys and girls. The study findings will challenge the care takers who in this case are the parents and guardians and teachers to understand the psychosocial turmoil students face as they struggle to make ends meet educationally. The findings of this study may assist the Government, NGOs, Principals and all the education stakeholders to understand and create more resources preferably trained personnel who could be knowledgeable in therapeutics skills to best manage students who might not have had the best home based care and attention.

Keywords: psychosocial issue, home based, students' academic performance, secondary education, Migori County.

INTRODUCTION

The home is a very important place for the acquisition of the very basic intricate delicacies of psychological, social, cognitive and emotional growth and development. The home surpasses the provision of food, Shelter and clothing but also the provision of love, affection and companionship, socialization and other non-tangible needs. Homes vary in a number of aspects such as socio economic level; occupational level and the level of parental involvement and attachment. Students from such different systems are therefore affected differently by such prevailing variations. (Ogoye, 2007). The academic performance of students consequently depends upon the parental involvement and attachment in their academic activities to attain the higher level of quality in academic success (Barnard 2004). The home therefore is important since parents involvement in children's academic success is an unquestionable assumption. Muola (2010) reiterates that hundreds of studies have demonstrated a pre dominance of positive correlations between the home as a system and the students' academic achievement.

REVIEW OF LITERATURE

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 are also expected to train children in the way they should grow up and when they are old they would not forget or turn away from it. There have been debates on individuals and culture, past and present regarding the way a child should be trained. Selimian (2002) also asserts that the family is the first social influence in the life of a child. On the same note, Carolan and Wasserman (2015) 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 a study where Participants were 121 early adolescents who 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 were discussed in light of the different mechanisms that can relate attachment quality to adolescents' academic motivation and performance. Academic achievement is thus associated with elitist lifestyle as well as elevated livelihood in the society .The experience across culture is however variable depending on the socialization background of a given region On the other hand, in Kenya academic achievement is largely associated with those well to do families that can afford fees payable in decent schools and colleges.

La Rocque, Kleiman& Darling (2011) reiterates 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.

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. A family with properties all on its own, one 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. (2008) asserts that a family which is the home 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).

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. The goal of discipline is to help 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. Margalit (2010) observes that a child's attitudes, standards and values will slowly be formed by what he learns from his or her parent thus parents should lead by example. Cavendish et al.(2012) advice parents to spend quality time with their children, to 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.

Mwirichia (2015) established the influence of parental involvement on academic performance of preschool children in Kangeta division, Meru County, Kenya. The study established that there are a number of ways in which parents' participate in educational issues of children at school, educational activities at home .This level of involvement had great influence on the academic performance of preschool learners. Home environment was found to have influence on academic performance of preschool learners both positively and negatively. Parents' involvement 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. The above study focused on the level of participation of parents both at school and at home especially for the preschoolers who have not developed fully and do not understand the importance of academic growth in their lives .However, the current study was

focused on Migori County Secondary school students and how the psychosocial issues could be affecting their academic performance.

Shafqat et al (2018) study on the correlation between parental involvement and students' academic performance at secondary level considered all the public sector secondary schools in Faisalabad district. The results indicated a strong positive and significant relationship between parental involvement and academic performance of students. All the indicators were also positive and strongly correlated with the academic performance of the students. 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. On the same note, parents of students in urban areas had great influence on the progress of their children/students than the parents of students in rural areas that showed very little concern on the progress of their students. 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 provokes 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 withstand a lot of challenges in their lives and perhaps why most parents would be more involved in their activities.

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.

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). Parents in these situations who wish to be involved in their child's education may find it difficult to participate at the level the school requests. Low SES 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).

Egalite (2016) reports that well educated parents are more likely to consider the quality of the schools when selecting a neighborhood in which to live in. When their children are admitted in a school, these parents pay a lot of attention to the teachers pieces of advice as pertains the needed

requirements for their children's use while in those schools. In addition, these parents would try to ensure that their children are adequately served. In addition, Egalite (2016) continues to note that highly educated parents normally look for resource persons who would visit 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. They use questions instead of directives and 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 many at times will want to achieve more than their parents and so this makes them improve their academic performance at earliest stages of development.

STATEMENT OF THE PROBLEM

Most of the schools have been striving to put strategies that could help them raise the academic standards of the students. Some of the steps have included the provision of counseling services, class conferences, excursions, punishments, suspensions to the undisciplined students but still the students have continually posted poor results in the final examinations specifically (KCSE) Kenya Certificate Of Secondary Education. Most researchers dwell on other issues like motivation, provision of learning resources as ways that could help raise the academic standards of the learners in the learning institutions neglecting to study the home environment which is the immediate system that contributes immensely to the academic growth of the learners. Furthermore, there is limited documentation in Migori County on studies that are based on the home based psychosocial issues that that could be contributing to the academic performance of the students. The focus of this study was therefore to establish the contribution of the home based psychosocial issues on the academic performance of public secondary students in Migori County, Kenya.

Purpose Of The Study

The purpose of the study was to establish the influence of psychosocial issues and their impact on students' academic performance in public secondary schools in Migori County, Kenya.

Objective Of The Study

The objective of the study was to examine the contribution of home based psychosocial issues on students' academic performance in public secondary schools in Migori County, Kenya.

METHODOLOGY

Research Design

The study adopted mixed methods approach. Within the mixed methods approach, the researcher utilized the concurrent triangulation design. According to Creswell (2013), the concurrent triangulation design is probably the most familiar of the six major mixed methods designs. This method is selected when the researcher attempts to confirm, cross validate, or corroborate findings within a single study. The objective in this study was to be analysed by use of both qualitative and quantitative tools to realize the findings. This study was in public secondary schools in Migori County which has eight sub Counties namely; Awendo, Rongo, Uriri, Suna East, Suna West, Nyatike, Kuria East and Kuria West.

The Study Population

The study population comprised 26350 form three students, 187 principals and 187 guidance and counseling teachers. This population provided the sample size because the respondents were directly involved in the curriculum implementation and handling of psychological issues that need a lot skills to be solved.

Sample Size And Sampling Procedures

Mugenda and Mugenda (2008) pointed out that sampling is the selection of research participants from an entire population and involves the decisions about which people, settings, events, behaviors and social processes are to be observed. It also refers to the selection of a suitable sample or representative part of a population for determining parameters. The study targeted a sample of 379 students drawn from the 187 schools using Fisher Laing and Stoeckel (1983). The Secondary schools were stratified into four categories. Saturated sampling was used for the national schools since they were few in number. Simple random sampling was used to select 30% of the principals and counseling teachers and therefore a total of 56 principals and 56 counseling teachers were sampled for the study.

Instruments Of Data Collection

Kothari (2019) state that there are different methods of collecting data in a study. The study adopted the use of questionnaires for the students, documentary analysis, interview guides and Guided Focus Group discussions. The above tools were designed and focused to the objectives, research questions; hypothesis and literature review of the study.

Validity And Reliability Of The Instruments

To enhance validity, the research questionnaire was constructed based on the research objectives and questions. The questionnaires and interview guides were viewed by the research committee. According to Mugenda and Mugenda (2008), reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials. Reliability of the instruments was established by test re test procedure by conducting a pilot study in two secondary schools.

Data Collection Procedures

An introduction letter was sought from the Dean, Graduate School, Rongo University to facilitate the acquisition of the research permit from the National Council of Science and Technology, Nairobi. The researcher also sought permission from the principals of the sampled schools within Migori County, concerning the intended data collection. On the specific days allocated by the authorities, the researcher administered the questionnaires, conducted interviews himself and further supervised the focus group discussions.

Methods Of Data Analysis

Data was cleaned, coded, organized and subjected to Statistical Package of Social Sciences (SPSS). The qualitative data from interview schedules was analyzed based on themes. Quantitative data from the questionnaires were grouped and analyzed inferentially especially descriptively, using Pearson correlation and regression analysis.

RESULTS

This information was based on the contribution of home based psychosocial issues on students' academic performance in public secondary schools in Migori County, Kenya. The results are presented in the subsequent tables below;

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 were as displayed in table 1;

Table 1 Table showing principals and teachers interviewed

Respondents rate	Targeted no.	Interviewed	Return
Principals	56	30	53.57%
Teachers (G&C) heads	56	30	53.57%

Table 1 summarizes the return rate of the principals and teachers who were Heads of Guidance and Counseling Department in the sampled schools. The findings showed that out of 56 principals and teachers, only 30 (53.57%) and 26 (46.43%) availed themselves to be interviewed. The research adopted the number as quite representative as is supported by Manson (2010) who noted that an extremely large number of participants to be interviewed might be cumbersome and suggested that anywhere from 5 to 50 participants as adequate.

Students Questionnaire Return Rate

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 2 provides summary of return rate of questionnaires from the student respondents and revealed that the questionnaires were adequate for the study.

Table 2: Questionnaire Return Rate

Respondents	Questionnaires administered	Questionnaires returned	Return rate (%)
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 (2014) 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% was therefore excellent; it was sufficiently representative of the target population. The recorded high response rate was attributed to the fact that the questionnaires in this study were personally administered by the researcher to the respondents, who 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.

Demographic Information of the Students

The study sought to investigate the background information of the students who took part in the study, which 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 includes gender, age, class, religion and whether the students were in boarding or day school.

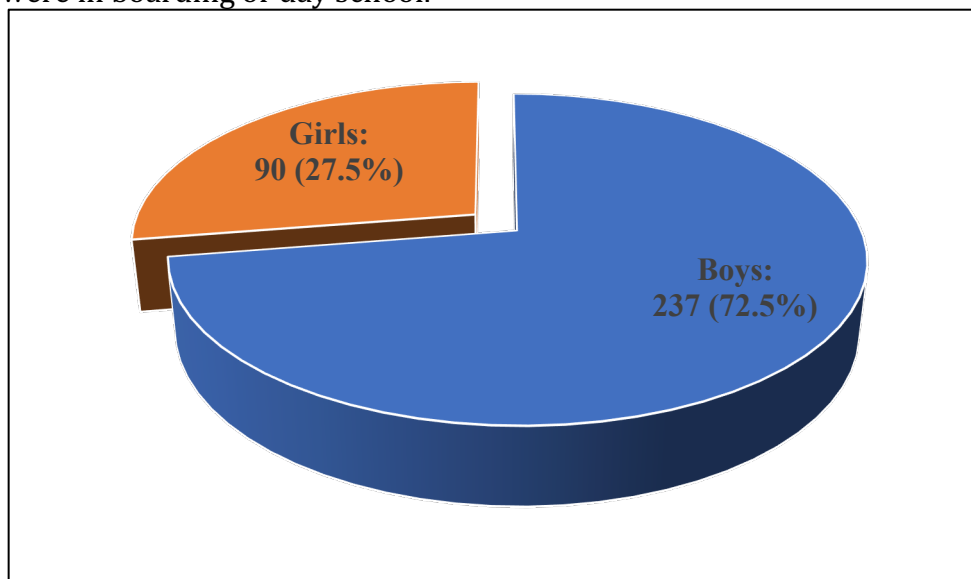


Figure 1: Gender Distribution of the Students

Source: Survey data (2019)

From Figure 1, it is evident that a majority of the respondents were boys, with female students being 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 finding is in line 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 was appropriate.

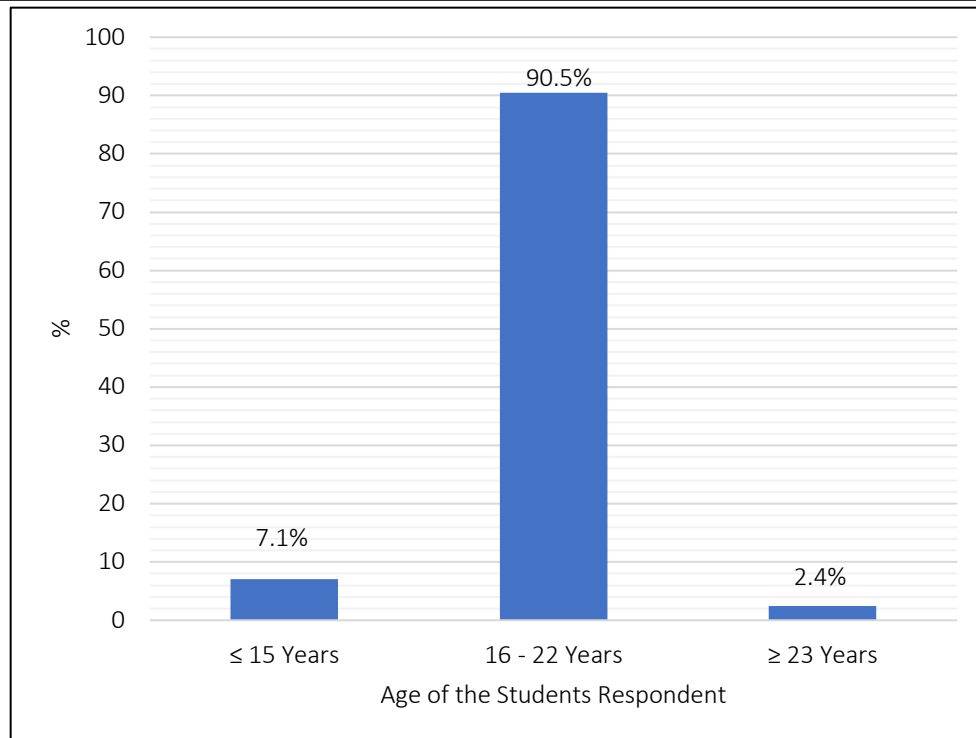


Figure 2: Age Distribution of the Respondents (n=327)

Source: Survey data (2019)

On the ages, majority of the students who took part in the survey were aged between 16 and 22 years, this was not surprising because the study targeted students from form three; usually 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 3: Respondents' Religion (n=327)

Frequency	Frequency	Percent	Cumulative Percent
Catholic	120	38.8	36.7
Protestant	129	39.4	76.1
Muslim	62	18.6	80.4
Others	14	.6	81.0
Pagan	2	19.0	100.0
Total	327	100.0	

Source: Survey data (2019)

The study sought to establish the religion of the respondents. The findings revealed 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.

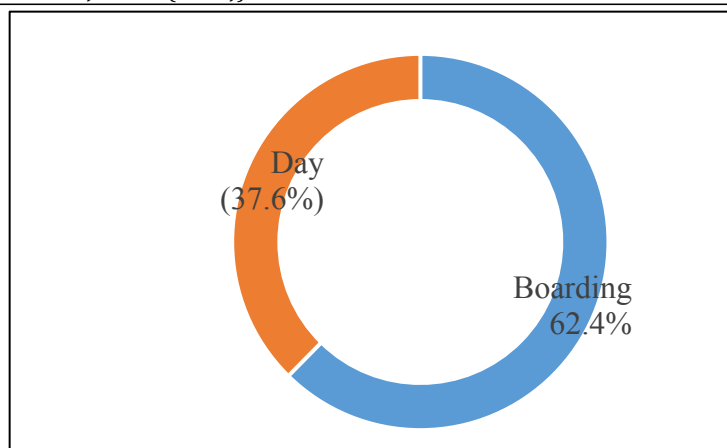


Figure 3: Type of Respondents' School (n=327)

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.

Home-Based Psychosocial Issues- Parental attachment.

The study was designed to establish contribution of home based psychosocial issues on students' performance in KCSE. Students were asked to respond to likert scale questions with answers on 5=strongly agree, 4=agree,3=undecided,2=Disagree,1=strongly disagree.

Table 4 summarizes the views of the students on parental attachment.

Table 4: Ratings on Parental Attachment Scale (n=324)

Indicators of parental attachment	Mean	St. Dev.
1. Staying away from my parents affect my learning concentration in class	2.24	1.41
2. When dismissed from school, it is important that my parent follow up	3.87	1.39
3. My parents are right when they allow teachers to punish me when I am wrong	3.74	1.45
4. I feel encouraged to study hard when my parents visit me occasionally in school	3.68	1.44
5. My relationship with my father makes me to perform better in school	3.69	1.38
6. My relationship with my mother makes me perform better in my academics	3.88	1.31
7. My parents are persons I can count on to provide emotional support when I feel troubled	3.94	1.29
8. I feel disappointed with my parents' responses.	2.32	1.38
9. I feel confident that things will work well in my students after solving emotional challenges with my parents	3.91	1.22
10. My parents give me advise whether or not I want	3.91	1.30
11. My parents have provided me a freedom to experiment and learn things on my own.	3.60	1.49
12. Parents encourage me to make my own decision	2.89	1.50
Mean average level of parental attachment	3.49	0.66

Source: Survey data (2019)

From the results of the survey, it emerged that there is fairly high attachment between the students and their parents. This was reflected by mean average parental attachment scale of 3.49, with a standard deviation of 0.66 on a scale of 1 to 5. This implies that there is, on average, a considerable amount of tie or bond between the secondary school students in Migori County and their parents. Selimian (2002) also asserts 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 modeling.

The finding of the study showed that many of the students benefit from their 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.

Benner and Sadler (2016) 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. Academic achievement is thus associated with elitist lifestyle and elevated livelihood in the society.

The results of the survey revealed that many students feel secure and encouraged 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. It is quite evident that the parents socialize with their children to conform to societal demands and be able to function successfully in the community. Consequently parents take care and nurture their children from childhood providing every basic human wants till the children grow to maturity when they are independent, competent, and well-adjusted and can finally be recognized as individuals who interact effectively in their environment.

On the other hand, it emerged from the results of the study that some students only share loose attachment with their parents. This was mirrored by the process decision making among some students, where the results of the survey show that a significant proportion of them alluding that they are always 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 provide them with such freedom to experiment and learn things on their own without being micro-managed by the parents. In agreement, Laible, Carlo & 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, ratings of social support, and school adjustment.

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 students' views on the assistance they received from their parents and their level of confidence in their parents' abilities to assist them. The study also found out that 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 5 summarizes the views of the students on parental involvement.

Table 5: Parental Involvement Rating Scale

Indicators of Parental Involvement	Mean	St. Dev.
1. I feel comfortable when my parents make a schedule visit to my classroom	2.47	1.06
2. I feel comfortable when my parents come to school to do follow up in my studies	2.55	1.04
3. I feel encouraged to study hard when I am visited by my parents during visiting days	2.59	1.06
4. Parents involvement in school academic programs can help teachers to be more affective with students	2.65	1.02
5. Parents involvement in my studies discourage me since "they" have expectation from me that I cannot manage	1.77	0.91
6. My parents advise me regarding my friends influence	2.72	1.07
7. My parents help me in my projects work and assignments	2.41	1.11
8. My parents take part in the parent teacher meeting and take the suggestion given by the teacher seriously	2.60	1.03
9. They have high aspiration about my future.	2.42	0.93
10. My parents sit and talk to me whenever I get bored	2.65	1.09
11. My parents take interest in the progress of my school activities	2.71	1.04
12. My parents encourage me to share my daily experiences in the school	2.61	1.12
13. For scoring good marks in examination my parents reward me with gifts	2.55	1.05
Mean average rating of parental involvement	2.51	0.59

Source: Survey data (2019)

The findings of the survey indicated that there is 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. However, it was 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. Boonk et al. (2018) reported that there are some variables that lead to children's academic achievement and schooling and these require parental involvement. 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.

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 associations between parental involvement and academic achievement vary according to 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. In agreement, Mwirichia (2015) reported that there are various ways in which parents participate in their children's educational activities at school, home and parent-school communication and home environment all had influence on the academic performance of preschool learners. Home environment was found to have influence on academic performance of preschool learners both positively and negatively. Parents' involvement 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.

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 parents 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 from a boy's secondary school remarked;

"Most of the parents show little concern and attachment to their sons who performed poorly in school. Indeed these boys need to be encouraged. Some of the total orphans are not visited by the guardians such students loose hope as they always assert that there is no cordial relationship between them and their parents or guidance. 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 student may at times loose hope, have low self-esteem and thus poor achievement in academic work. In agreement, Veas et al (2018) study reported that there was a significant direct effect of most parent involvement constructs on the meditational 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 normally buys me sanitary towels and other personal items which many girls fear telling their fathers. My Dad loves me and will always want to know the problems or challenges I 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. Benner et al. (2016) comments that as 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 are instances when my Dad and Mum come home exhausted and do not have time to assist me claiming that they need time to relax. " (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 purported 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.

Home-Based Psychosocial Issues: Parental Socio-Economic Level.

The other area of investigation was parental socio economic level. The parents were asked to respond to questions on parental socio economic status. Table 6 shows the summary the views of the students on parental socio economic level

Table 6: Ratings on Parental Socio-Economic Level

Indicators of socio-economic status	Mean	St. Dev.
1. I believe students from poor and rich families perform the same in examinations.	3.26	1.55
2. The level of my parents education help me achieve academically	3.32	1.46
3. Students from poor families perform better than those from rich families.	2.69	1.37
4. Students from rich families perform better than from poor families	2.10	1.09
5. My parent's occupation does not give them time to discuss with me the academic progress.	2.27	1.34
6. The income level of my parents have an effect on the choice of school that I am attending	2.92	1.51
7. My fees is always paid at the right time and never been sent home for fees frequently.	3.13	1.58
8. My parents are able to spend part of their income to buy me learning resources like books etc.	3.47	1.32
9. My parent's income is very stable.	2.60	1.34
10. My parents / guardians visit school to monitor my academic progress.	3.37	1.36
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.	1.88	1.23
12. Students whose parents are employed perform better than those whose parents are non-employed.	1.73	1.02
Mean average rating of parental socio-economic status	2.77	0.51

Source: Survey data (2019)

From the analysis of the student views, it was 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 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 findings of the study established there are mixed levels of socio-economic status among the parents of students who were sampled for 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 who were sampled for the study confirmed that their parents are able to spend part of their income to buy for them learning resources like books, among others. In agreement, Egalite (2016) reported 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.

On the other hand, many of the students alluded that the income level of their parents have an 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 has 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. Juma (2016) noted that health –related factors such as hunger, physical and emotional abuse and chronic illness can lead to poor school performance.

The principals 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 relive 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. Thus will either improve or lower the academic standards of students. A similar view was shared by a principal who commented:-

"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 sin 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. Such up performing poorly (PR,4)

The above comments were also supported by guidance and counseling teacher when asked to state the influence of socio-economic status of parents and learners 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 except could be true as was supported by a principal who the following to comment:

"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 is evident to note that most of the parents are from the low SES. In agreement to the above qualitative finding, Benner 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) also in his study 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. Secondly, the study also asserted that there was the existence of a strong non-significant negative correlation between the occupation of parents and ability to finance education. Thirdly, that there is a significant positive correlation between good parent-teacher relationship and their involvement in their children's academic achievement. Generally, the above findings of the researcher have a lot of implications on the academic achievements of the adolescents. For instance, parental involvement in learning activities coupled with occupation, and effective parent-teacher relationship are facilitating factors for academic achievements of the learners. On the other hand the parents' low ability to finance education, coupled with the poor status of physical and instructional resources were inhibiting factors to students' academic achievement and attainment of the set goals of education. 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 more 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 1: There is no statistically significant influence of Home based psychosocial issues on students' academic performance in public secondary schools in Migori County.

To investigate whether there was any statistical significant influence of Home based psychosocial issues on students' academic performance, the null hypothesis was tested. 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 4.17 shows the correlation analysis results in SPSS output.

Table 7: 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 7 reveals that there was 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 ($r=.175$; $p=.002$)] and 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 8.

Table 8: Model Summary on Regression Analysis of Influence of Home Based

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.493 ^a	.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. This finding suggests that variation in the level of home based psychosocial issues accounts for about 24% of the variability in academic performance among secondary school students, which is a large influence on a dependent variable by a predictor.

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 9: ANOVA- Influence of Home Based Psychosocial on Students' Academic Performance

ANOVA: Influence of Home Based Psychosocial on Students' Academic Performance						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	190.260	3	63.420	34.513	.000 ^b
	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 9, it is evident that home based psychosocial issues is significant predicator to students' academic performance, $F(3, 323) = 34.513$, $p=.000 <.05$; $R^2=.243$. Given that the influence is statistically significant, the hypothesis that, "there is no statistically significant influence of home based psychosocial on students' academic performance was rejected. Consequently, it was concluded that there is statistically significant influence of home based psychosocial issues on student's academic performance.

SUMMARY

Home based psychosocial issues in Migori County secondary schools was a concern that needed a lot of attention to be addressed by different stakeholders in the learning institutions. From the literature review and the participants responses provided, the study established that there is a lot of impact of these psychosocial issues on the students' academic performance of the learners. The findings have been presented in the paper and the summary is given below;

1. Findings revealed that there are fairly high attachments between the parents and their children. Most of the respondents reiterated that there is high value when parents visited them in school (Mean=3.87, SD =1.39), parents provided emotional support when respondents were in trouble as asserted by (mean=3.91; SD=1.22).
2. There is fairly low parental involvement in education among the secondary school students in the County. Students rated their parents involvement in their education at Mean=2.51 and fairly low standard deviation of 0.59.
3. Socio economic levels of the parents contribute to the academic performance of the students. Students from poor families are disadvantaged due to the lack of resources to facilitate their studies .However; students from the poor families also are motivated to study hard to transform their families in future.
4. Pearson correlation showed 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 ($r=.175$; $p=.002$) and students' academic performance. Regression also confirmed home based psychosocial issues accounted for 24.3% (coefficient $R=.243$) of the variation in students' academic performance. Finally ANOVA indicated that home based psychosocial issues is a significant predictor to students' academic performance ($3,323=34.513$, $P=.0000$, $<.05$; $R=.243$).

CONCLUSION

Most of the researchers in Migori County had not studied on the impact of home based psychosocial issues on students' academic performance in the secondary schools .From the findings of this study the home as a unit has so many psychosocial issues that contribute to the academic growth and development of the children. Statistically, there was positive correlation between home based psychosocial issues and academic performance.

RECOMMENDATION AND SUGGESTIONS

Based on the findings and conclusions of the study, the following recommendations were made;

- i. Parents should be sensitized to provide favorable environment besides offering correct parental attachment and involvement towards their children.
- ii. It is important for the parents to sufficiently provide learning resources to the children if they have to perform academically in the learning institutions they are learning in.

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