

**INFLUENCE OF PARENTAL SUPPORT ON ACADEMIC PERFORMANCE
OF PUBLIC SECONDARY SCHOOL STUDENTS FROM NOMADIC
FAMILIES IN WAJIR COUNTY, KENYA**

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DECLARATION

I declare that this research report is my original work and has not been presented in any other university/institution for consideration. This project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or Tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance in line with anti-plagiarism regulations.

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DEDICATION

This research project is dedicated to my two lovely parents, Mother Alasa and Father Muhumed. My wife Rahma and my children, three daughters Naima, Hafsa and Nawaal. My sons Hamza and Sheikh Shureim.

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ABBREVIATIONS AND ACRONYMS

ASAL:	Arid and Semi-Arid Lands
FDSE:	Free Day Secondary Education
FPE:	Free Primary Education
ICT:	Information and Communication Technology
ICT:	Information, Communication and Technology
KCSE:	Kenya Certificate of Secondary Education
MOEST:	Ministry of Education, Science and Technology
PTR:	Pupil-Teacher Ratio
QASOs:	Quality Assurance and Standards Officers
SPSS:	Scientific Package for Social Science
U.S:	United States

ABSTRACT

Parental support and academic achievement of learners has drawn considerable attention from the researchers over the years. However, little or no attention has specifically been given by scholars to how parental support affects academic performance of learners from nomadic families in Kenya. The aim of this research was therefore to assess the ways in which support of parents affects learners' achievements in examinations within government sponsored high schools among learners from nomadic families in Wajir County, Kenya. The study was guided by the following objectives: to determine the forms of parental support in the education of government sponsored high school learners from nomadic families; to investigate the influence of home related parental support on the performance of government sponsored high school learners from nomadic families; to examine the influence of school related parental support on the performance of government sponsored high school learners from nomadic families and; to assess school related strategies used to improve parental support in the education of government sponsored high school learners from nomadic families in Wajir County, Kenya. The current study was guided by the theory of overlapping spheres. Descriptive research design was used in the study. The target population included the 12 principals, 24 teachers, 480 parents and 480 students in Wajir County. Stratified, convenience, purposive and simple unsystematic sampling methods were used in respondent selection. The respondents were 160 in number and comprised of 4 principals, 96 form 3 learners, 12 teachers and 48 parents. Questionnaires and interview schedule were utilized to collect data. Pilot test of the instruments was done on 16 respondents. Validity was ascertained via expert assessments while reliability was tested through Cronbach's Alpha Coefficient. SPSS was utilized to generate inferential and descriptive statistics. Qualitative data was analyzed thematically. The study revealed that in Wajir County, parents get involved in students' education at secondary school level with the main form of parental involvement being payment of school fees. The study also found that home related parental involvement and school related parental support greatly influenced students' academic performance. The study also established that the adopted school related measures greatly influenced parental support for learners' education in Wajir County public secondary schools. The findings further show that generally there was a statistically significant relationship between parental support and academic performance of learners from nomadic families in Wajir County, Kenya. The study therefore concluded that parental support influences academic performance of learners from nomadic families in Wajir County greatly. The study recommends that effective measures should be put in place to enhance the effectiveness of parental involvement in education of learners from nomadic families. The results of the study may benefit learners in secondary schools as it underlines the way in which parents' support of their childrens' education affected students' test scores.

CHAPTER ONE:

INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction

In this section, the researcher presents the contextual background, problem assertion, study aim, study intents, study queries, importance of the research, and scope of the study, study drawbacks, study suppositions, theoretical and conceptual bases and operational definition of terms.

1.1 Background of the Study

Parents' support in the schooling of learners is central in students' academic performance. Support of parents in academic context is defined differently by different stakeholders. For instance, while studying perceptions of school administrators concerning support of parents, Young, Austin, and Grove (2013) found that educators define support of parents through the lens of parents' direct activities with the school such as parent teacher meeting (school related parental support) while parents define support of parents in terms of activities they conduct at home with their children such as supervising learners homework (home related parental support). Bokhorst-Heng (2008) echoed the dynamic aspect of support of parents, by observing that such support takes numerous meanings and ought to vary with the learners' progress from elementary school to high school.

Jeynes (2010) observed that contributions of parents' in learners' academics represent different things to different people whereas the scale of support in schooling of children also differs. The current study therefore focuses on home

related and school related forms of parental support in learners' schooling. According to Lisa, Hieronymus, Henk and Saskia (2018), the forms of parental support in students' learning at home that improve their academic achievement include having high academic expectations of children, monitoring home studies, constant parent-child interactions with respect to education and inspiring children to learn. It has also been shown that infant-parent interaction encourages more parental exchanges with learning institutions. This is said to enhance understanding of learners' academic growth as well as learning methods engaged in by learners' within school environments by parents leading to improved parental supervision of learning by children at home (Fan & Williams, 2010). A study by Coleman and McNeese (2009) established that the more the parents got involved by aiding with homework, parent-teacher meetings and setting education goals for their children, the lower the academic achievement of learners. This suggests that there are levels of support of parents that negatively affect academic achievement within academic institutions.

Shui-Chu and Willms (2009) further observed that with regard to home related parental support, caregivers from various levels of familial settings offered home guidance to their children academic-wise that was almost similar. Their findings further showed that parents' conversation with youngsters concerning academic work within the home environment had children who performed well academically as opposed to parents who only participated only at school level. Therefore, home related support ought to be encouraged among parents as it improves learners' test scores in set examination. This shows that constant engagement in children's

learning at home encourages them to put more efforts in their studies which further results in better test scores during examinations.

Lack of parental support in their childrens' education has been shown to results in children not valuing education, discontinuation of schooling, uneducated populace and underperformance in academic test resulting in problems in the employment industry (Rajani, 2011). However, having devoted caregivers leads to better academic results for learners and also higher career goal-setting for children by their birth parents, enhance their commitment to schooling (Eamon, 2005). This is because parents who helped their children with homework and attended parent-teacher meetings had children whose achievements in examinations improved while those whose parents failed to engage in their learning, recorded lower test scores in comparison (Eamon, 2005). Hence, the form of academic engagement by caregivers plays a significant role in learners' achievements. Despite this, there are other parents whose support in their children's schooling occurs after these learners have recorded academic difficulties.

McNeal (2014) showed that that support of parents in Parent Teacher Organizations (PTOs) meeting was highly interrelated to 8th grade learners' test scores in science subject but weakly associated with other academic related issues. Wegmann and Bowen (2010), in their study, observed that the atmosphere in schools affected to a great deal parents perceptions regarding schools. Their study emphasized that students and their fathers and mothers must feel like they are also part of the learning institutions. The authors present several variables that strongly affected the

progress of a fruitful association between learning institutions and caregivers which include viewpoints, mood, schedules and events and these must be incorporated in every arrangement for support of parents. Therefore, as a strategy, schools must ensure that they create a warm and welcoming atmosphere to all parents in order to encourage and enhance parent school, parent teacher interactions with respect to the learners academic performance.

In Africa, a research carried out by Ahmed and Hazri (2012) in Nigeria revealed parents did not take part in the schooling of their children. They found out that substantial contact between learners' families and academic institutions was limited. A later study by Ebuta and Ekpo (2014) showed that support of parents in their adolescents' schooling greatly affected the learners' academic results in English dialect. Further, by aiding children with their academics within the home environment, care givers ensure that their teenagers' academic outcome improves. Parental support of their childrens' education by attending parent-teacher meetings to discuss learners' behaviours and academic challenges can enhance learners' interest in education. This is in order to live up to both teachers and parents' expectation on them hence they put more efforts in their education and improve their academic test scores.

A study done in Kenya established that there was association between support of parents in education of teenagers and their academic results. Hence, parental encouragement academic-wise is slightly beneficial to adolescents academically (Muola, 2010). On his part Koskei (2012) showed that majority of students with

academically involved caregivers both within the home environment and in school underperformed in set tests. In Meru County, Veronicah (2013) revealed that parental support in scholastic events within learning institutions via meeting teachers, controlling television watching and communicating with school can improve lower primary school pupils' test scores. A desirable effect was found between caregivers' support in their childrens' schooling at home and learners' recorded academic results. However, the effect was not clear when tested against parents' engagement in learning activities at school.

Ayodo (2009) in his research indicated that at preschool level of education, learners' parents must aid them in doing homework at home as this gives them a solid academic footing for later academic pursuit. The study further established that if caregivers fail to participate in children's schooling, these children are more likely to fail academically and vice versa. However, in Kuresoi Sub-County, a study by Koskei, (2014) established that support of parents in schooling had no meaningful effect on learners' test scores, disapproving the other authors' findings.

Performance of government sponsored high school learners from Wajir County in general has been consistently poor over the years. This is based on internal examination indicators as well as national and regional examination bodies (Wajir County Education Report 2017). These results are poorer than those of other regions in Kenya such as Nairobi, Kisumu and Kakamega Counties (NEC report 2017). For instance, the Kenya Certificate of Secondary Education (KCSE) mean score for 2016 and 2017 was lower than 3.4 out of 12 in each year. Moreover, in 2016, out of

2,868 learners who sat for KCSE, only 58 scored C plus and above to join public universities in Kenya; and in 2017 only 68 out of 2,473 were admitted in public universities.

Table 1.1: Performances in KCSE, 2010-2015, Wajir County

School category	No. of schools	2010		2011		2012		2013		2014		2015	
		M	G	M	G	M	G	M	G	M	G	M	G
Boys Boarding	7	3.705	D+	2.6	D	3.5	D+	3.756	D+	4.71	C-	4.85	C-
Girls Boarding	5	3.01	D	2.4	D-	3.42	D	3.43	D	3.45	D	4.23	D+
Mixed Day	4	2.42	D+	3.4	D	3.5	D+	3.24	D	3.26	D	3.57	D+

Findings presented in Table 1.1 shows academic underachievement among government sponsored high school learners in Wajir County indicating that achievements in examinations of government sponsored high school learners from Wajir County has been wanting for years as the average mean grades in national examination has never been more than a C- (Wanjala & Hussein, 2017). Majority of parents in this region spend most of their time looking after their livestock's at the expense of their childrens' education resulting in dismal parental involvement in education of learners from Nomadic families as livestock's are more valued than education (Wajir County Education Report, 2017). Given the fact that nomadic parents spend a lot of time away from home in search of pasture for livestock, their support for their childrens' education is dismal at best. This may affect the recorded academic performance of these learners as shown in Table 1.1. There was therefore a need for the present study to assess how having nomadic parents is affecting the performance of these learners in Wajir County, Kenya.

1.2 Statement of the Problem

Grades attained by learners in national examinations are key determinants of learners' progress to post-secondary learning institutions and future career opportunities. Given that more learners in Wajir County score C- and below, this paints a picture of underachievement academically by public secondary school students. Parental support is required for improved performance of learners academically. This is because empirical studies have shown that whenever parents offer support to their children at home and in school, such learners' record better academic results as opposed to their peers who lack such support. However, due to nomadic lifestyles of most parents in rural areas of Wajir County, their support of their children's education has often been dismal as livestock is considered more important than education of children and this may have resulted in the recorded poor academic achievements in national examinations by learners in the region for decades. It is not clear whether an attempt has been made in this region to relate the under-achievements of learners from nomadic families in examinations with support of their parents in their education despite other studies showing that the two variables are related. The proposed study therefore sought to investigate whether the said poor performance of public secondary school students from nomadic families in Wajir County could be improved if their parents participated more in their education or not.

1.3 Purpose of the Study

To assess the influence of parental support on academic performance of public secondary school students from nomadic families in Wajir County, Kenya

1.4 Research Objectives

The study addressed these objectives:

1. To determine the forms of parental support in the education of government sponsored high school learners from nomadic families in Wajir County, Kenya;
2. To investigate the extent of influence of home related parental support on the performance of government sponsored high school learners from nomadic families in Wajir County, Kenya;
3. To examine the extent of influence of school related parental support on the performance of government sponsored high school learners from nomadic families in Wajir County, Kenya; and
4. To assess school related strategies used to improve parental support in the education of government sponsored high school learners from nomadic families in Wajir County, Kenya:

1.5 Research Questions

The following research questions were addressed by the study:

1. What are the forms of parental support in the education of government sponsored high school learners from nomadic families in Wajir County, Kenya?
2. To what extent do home related parental support influence performance of government sponsored high school learners from nomadic families in Wajir County, Kenya?

3. What is the extent of influence of school related parental support on the performance of government sponsored high school learners from nomadic families in Wajir County, Kenya?
4. What is the school strategies used to improve parental support in the education of government sponsored high school learners from nomadic families in Wajir County, Kenya?

1.6 Significance of the Study

The findings of this study stand to benefit government sponsored high school learners with regard to achievements in examinations. By addressing support of parents, learners may benefit from improved support of parents as the parents may start to give more attention and time to their studies as a result of this study which may improve their academic success.

Teachers may also use the findings of this study to increase their interaction with learners' actual parents due to the accompanied achievements in examinations benefits for learners. This is because the present study may highlight ways in which teachers may use to increase parental school related support in their children's' education.

Schools may also use the results of the study in order to build on existing measures to improve parental support as this would mean improved performance of the school in general as the study may document various school related strategies and highlight effective ones to improve parental support from which school managers may adopt and improve parental support both at school and at home.

Lastly, study results may be used to enhance existing policies on parental support for children's' in the region by various stakeholders in order to make support more successful and enhance learners' academic results as it may highlight all forms of parental support as well as the most effective parental support to improve learners' academic performance.

1.7 Limitations and Delimitations of the Study

The limitations and delimitations of discussed in this section:

1.7.1 Limitations of the Study

Some of the selected study participants felt uncomfortable answering the research items especially nomadic parents as they felt like it is an evaluation of their parenting styles. These participants tried to refuse to participate in the study as a result of such attitudes. The researcher informed them that their identities were not to be revealed and that this was purely an academic paper and not an evaluation of their competence as parents. They were further informed of the importance of their participation in the study as it may help in improving the academic achievements which is the aim of both parents and educators in order to gain their confidence and willingness to participate in the study.

Another limitation for the study was the fact that respondents were free to respond the way they felt like, an issue that may have compromised the value of gathered data as some may have lied in their responses so as to be seen that they were getting involved in their childrens' education, hence preventing the researcher from gathering factual data. To prevent this from happening, the respondents were

enlightened on the study value to every education stakeholder in Wajir County so as to improve their confidence in the study and encourage honesty in the answers offered by participants.

Lastly, some respondents due to their nomadic lifestyles were not easy to access. The researcher therefore used guides as well as village elders to assist in reaching nomadic parents with children attending government sponsored high schools in the study area.

1.7.2 Delimitations of the Study

This study was delimited to government sponsored high schools in Wajir County, Kenya. Other delimitations involved the sample size, studied populace and sampling approaches, other delimiters entailed the objectives that were investigated. The study was delimited to the influence of parental support on the performance of government sponsored high school learners from nomadic families while holding other factors (poor academic foundation at the primary level, teacher shortages, discipline, drugs and substance as well as insecurity) constant that also influenced the said performance.

1.8 Assumptions of the Study

The study was based on the following:

1. That the sample used would adequately represent the entire population under investigation.
2. Studied independent variables influenced the dependent variable

3. Respondents were very honest in their responses with respect to the problem as it is on the ground

1.9 Theoretical and Conceptual Framework

1.9.1 Theoretical Framework

Education stakeholders including parents take part in a joint understanding and duty in educating learners. The theory of overlapping spheres supports dual stakeholder dedication to academic achievements in academic settings (Epstein & Sheldon, 2016) was used to guide this study. The outside component views children as being within the sphere as centre of all academic stakeholders. Various factors propel this sphere into a single unit or separates it leading to the level of attention given to it amongst stakeholders (Epstein et al., 2018). Though the overlap rate do deviate, however, no complete attention exists as different stakeholders carryout some activities meant to be carried jointly individually (Epstein & Sheldon, 2016).

On the other hand, the interior parts of Epstein's' theory highlights the link that may arise as a result of collaboration between stakeholders. This kind of collaboration can at times take place at academic setting stage involving every academic stakeholders but can also take place at a personal level with a single learners, teacher or parent. The academic institution-parent-affiliation theory by Epstein's shows and revealed that stakeholders do operate collectively to inspire childrens education and development. This Epstein refers to as the theory of overlapping sphere of influence amongst academic stakeholders in instructing learners in a bid to enhance their academic growth. This theory views learners as the motivation behind parents,

societies and academic institutions uniting to ensure learners improved academic outcomes. The theory does not meant to build effectual learner but instead to offer these learners the skills they need to individually grow without much assistance. Collaboration between parents and learning institutions are not responsible for producing accomplished learners, instead, activities entailed in this collaboration do motivate learners into doing their best for academic success (Kumari, 2016).

The proponent of this theory hypothesized that synchronized sociological, academic, and psychological viewpoints on the way societal institutions unite and develop a fundamental foundation structure of interested parties. The proponent held that this theory was built on a structure which conceives continuous development of societal, family and academic institutions and exchanges all year round (Epstein, 2010a). Her framework was based on a growing child in the year 1980s and it epitomizes patrons while at the middle is the child or learner. The theory recognizes that there exists a several processes which patrons participate in distinctly and reciprocally which affect a learner's success and development. The overlap quantity was assessed via family experiences, school experiences as well as time (Epstein, 2010a).

The theory's hypothesis advocates that teachers provide family-resembling learning institutions, parents' foster school-resembling homes and societies lend aid to academic institution-resembling chances as well as family-comparable services. The model inspires teachers to provide family-comparable learning institutions by seeing learners as individuals consequently triggering them to deem themselves worthwhile. Parents out to advance school-resembling kinfolks by seeing the

importance of academic settings and academic institution-based activities while encouraging their kid's success. Societies ought to offer school-alike prospects reinforcing and acknowledging learners efforts and achievements. They should further offer family-resembling surroundings and opportunities by encouraging and aiding families in supporting their children's academic outcomes.

Exterior component of this theory may be joined or separated guided by patrons' interpretations, uses as well as undertakings. Learners' grade, social status as well as age are termed as the might of time. Learning institutions and instructors justify how families would equally enhance sphere of influence level. Whenever guardians of learners are permitted by learning institutions to be involved in teachers' methodical academic efforts, the parents do yield a significant overlap than projected. Caregivers might as well contribute to further notable overlap by increasing their presence in education of learners. Accordingly, Epstein (2010a) opined that tremendous overlap arises while patrons work honestly and possess transparent, nevertheless friendly communication among educators and learners guardians. On the other hand, the need for social associations and types of inspirations may arise among patrons is found at the centre of the sphere (Epstein, 2010). The theorist elaborated that communication and associations occur inside organizations and amongst the organizations. She further held that, though learners were the centre of the framework, their communication and associations amongst the compasses inspires the outcomes.

Therefore, support of parents in the learning process of students may be seen as a great idea with optimistic implication, as in most instances it enhances fruitful comprehension of duties cooperatively performed by instructors, students and caregivers. The idea of engagement of caregivers in the present research is that caregivers have the ability to aid their children and teachers and in even improve effectiveness in teaching and learning. The theory therefore supports the idea that home related parental support as well as school related parental support influence performance of learners/individuals' academically hence its adoption to guide the present study.

1.9.2 Conceptual Framework

The researcher therefore conceptualized that the dependent variables under investigation by this study (achievements in examinations) was largely influenced by the independent variables such as school related parental support and home related support. Therefore, depending on the status of the independent variables that is either positive or negative, the researcher believed that government sponsored high school learners' achievements in examinations could be either improved and or negatively affected. In figure 1.1, the study presents the association between the two study variables. With the community (parents), school (teachers) working together in order to improve academic achievement of learners from nomadic families, this is supported by the theory overlapping sphere which shows that such forms of external spheres can work together to yield a desired academic outcomes among learners.

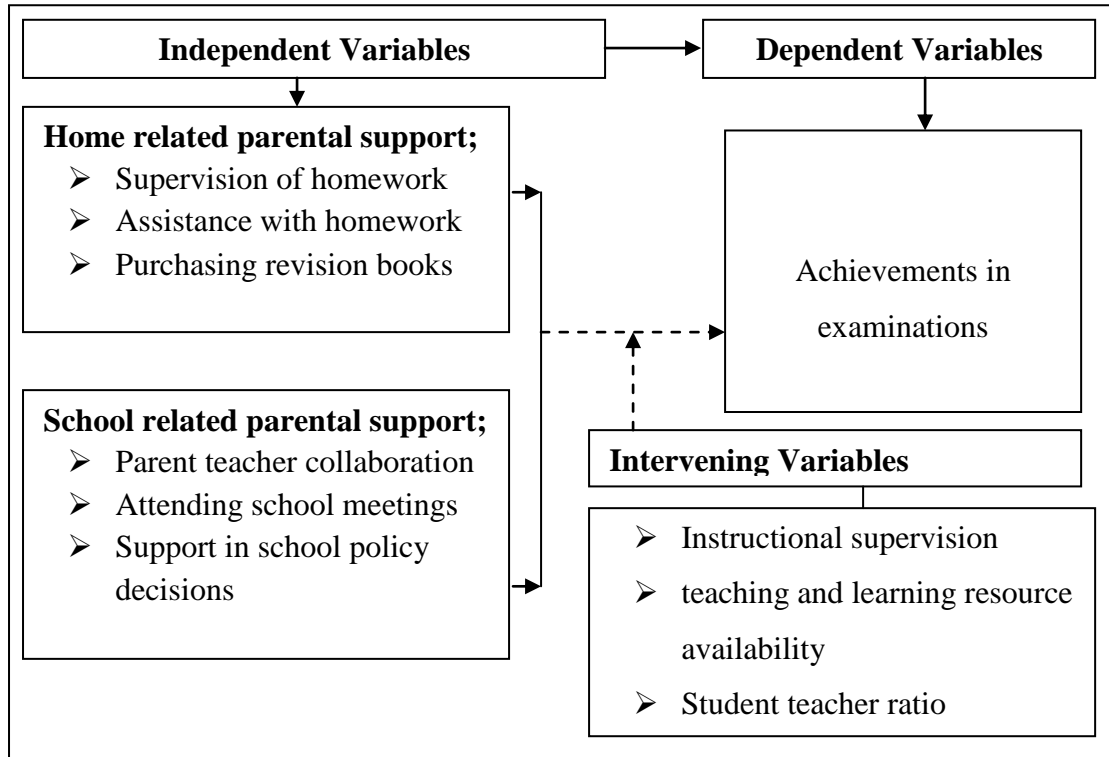


Figure 1.1: Diagrammatic representation of the Conceptual Framework Source (Author, 2017)

1.10 Operational Definition of Terms

Parental Support: This refers to all forms of aid offered by parents to secondary school learners both at home and in schools in order to assist them in their education and improve their test scores in examinations.

Performance: Is used to denote the scores learners attain in set examinations, either in end term examinations or national examinations which are used to test their intake of academic content or simply their intelligence

Policy: Entails laid down guidelines by the school or other stakeholders in line with the ministry of education.

Nomadic families: In this study, the term has been used to refer to settled nomads who live in towns but their livelihood is still majorly dependent on livestock rearing as well as nomads who move from one point to the other searching for pasture

Home related parental support: This refers to efforts taken by parents of nomadic learners with regard to aiding these learner have conducive environments at home for studying and revising for their academics

School related parental support: This entails all the efforts undertaken by parents of nomadic learners at schools that are aimed at enhancing the academic outcomes of their children as well as their involvement in these children within the school environment

School related strategies: These are specific measures that have been undertaken by public secondary schools to enhance parental involvement in learners' education

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The review follows a presentation of various components in the preceding chapter one. Here, other authors works from all over the world touching on how parental support influence achievements in examinations of government sponsored high school learners from nomadic families are reviewed. This was guided by objectives that were previously stated in an empirical manner. The review focused on, forms of parental support in their learners' education, home related parental support in their learners' education, school related parental support in their learners' education and ends with strategies for addressing support of parents in their learners' education.

2.1 Forms of Parental Support in the Education of Government Sponsored High School Learners from Nomadic Families

Support of parents in their youngsters schooling has been debated widely both internationally and locally by scholars. El Nokali, Bachman and Votruba-Drzal (2010) saw parental support as caregivers' actions at home and academic institution environments aimed at enhancing student's academic growth. In their study, Cotton and Wiklund (2005) established that learners with more committed parents in their schooling perform better academically. Hence, when caregivers oversee learner's homework, inspire taking part in co-curricular events, actively take part in caregiver-educator meetings and set up future goals for the children, the learners are highly expected to react well academically. Valez in Ryan (2005) established that learners' achievements in academics were highly enhanced by having parents who set

regulation at home. The study locale as well as levels of education studied by these studies differed from that of the present study.

A study by Mohd-Radzi, Abd-Razak and Mohd-Sukor, (2010) revealed that support of parents included assessing learners' school work, getting in touch with educators, availing themselves during set school gatherings and events and advising their children to join and engage in co-curricular hobbies. In China, a study by Wang (2008) showed that majority Non-Chinese caregivers had great expectancies off their children's schooling hence they do everything possible for their youngsters' education. The locations of these studies differ from that of the present study hence the reason why the researcher carried out this study.

Olatonye and Ogunkola (2008) argued that conventionally, support of parents in schooling of learners entail supports in the youngsters' home-related events and school-related behaviours. On their part, Uzoechina and Obidike (2008) observed that parents get engaged in teenager's learning has been demonstrated with their attentiveness to school events and vigorous partaking in learners' academic work. Various types of support have also been reinforced by Kenyan studies (Mulei, 2012; Koskei, 2012). However, the current study sought to build on these findings by looking at support of parents in two perspectives, that is, home-related support of parents and school-related support of parents with specific focus on secondary school learners' education in Wajir County.

2.2 Home Related Parental Support and Achievements in examinations of learners

Support of parents in their childrens' education has been shown by scholars to have significant influence on the children's achievements in examinations. Child-rearing panache that is regulatory and indiscreet with respect to homework assistance hinders a learner's self-sufficiency and accountability and leaning independently is mainly amongst of the secrets to better academic results (Fernández, Suárez-Álvarez, & Muñiz, 2014, 2015). However, further inadvertent forms of engagement of caregivers, including backing and interactions with regard to academic issues, results in increased academic performance (Fernández-Alonso, Suárez-Álvarez, & Muñiz, 2016; Trautwein & Lüdtke, 2009). These studies looked at home-related parental support in general and did not focus specifically on nomadic communities unlike the present study.

Research is available that supports the fact that learners' who come from families that support their independence and self-sufficiency are well off academically, are highly motivated, love classwork and have better self-regulation (Gonida & Cortina, 2014; Hagger, Sultan, Hardcastle, & Chatzisarantis, 2015; Rodríguez, Piñeiro, Gómez-Taibo, Rigueiro, Estévez, & Valle, 2017). This has been contradicted by an earlier study by Hill and Tyson (2009) whose study findings indicated that relationship between home-related support and academic test scores were almost non-existent ($r = .03$). A study by Zakaria (2013) established that contact and consultations, caregiving activities, vacation, directness and recognition were the determining variables of parental support and resulted in a constructive association

with learners' performance academically. The designs employed by these studies, sampling procedures and data analysis approaches used were different from those of the present study.

In Ghana, it has been established that home-related parental engagement in learners' academics improved learners' achievements in tests (Nyarko, 2010). However, in the country, the only form of care givers support in their children's' schooling was found to be limited to only support at home an issue that is changing over time with parents are beginning to get involved with schools as well (Nyarko, 2011; Uzochina & Obidike, 2008). These studies focused on all learners in general and not on learners from nomadic families unlike the current study.

In Kenya, Mulei (2012) established that a high number of caregivers in Yatta division supported their kids to revise while home with only few parents rewarding their children for this effort. Further, it was established that although some caregivers had dismal levels of schooling a substantial numerous of them motivated their kids to revise when they came back home with a few making the effort to aid the kids in doing the given homework. Lastly, in Emgwen division Chemogosi (2012) showed that caregivers did not supervised their kids' homework regularly. However, the study showed that for those parents who supervised learners' homework, their children performed well academically. It was necessary for a similar study to be conducted in a marginalized community such as Wajir County to see whether the results are the same.

2.3 School related Parental Support and Achievements in examinations of learners

There are various school related parental support methods that parents employ to improve their children's achievements in examinations. School based parental engagement involves caregivers' attendance of all school gatherings including those organized by educators, taking part in school events as well as engaging school management activities. Studied by Hill and Tyson (2009), and Jeynes (2016) noted that there existed a constructive, noteworthy relationship between school based parental support and learners' academic performance. The location of these studies and methodologies adopted different from that of the present study.

According to the study by Topor (2010), caregiver who have constructive attitude with regard to education at rudimentary have learners with enhanced attainments academically as they cooperate with educators with respects to their children's academics and discipline related matters. Shumow et al. (2004) established that parental level of schooling was encouragingly related to their taking part in their adolescents learning at high school level. The authors further revealed that parental engagement in schooling of their children was progressively associated with how competent students feel while in the classroom, their test scores and also future learning goals. In china, Mo and Singh (2008) found out that support of parents at high school level of education greatly affected students school engagement. The study further showed that students who were engaged in school and had higher academic scores have parents who have constant connecting with schools. The

levels of education assessed by these studies and the socio-demographic backgrounds of assessed learners differed from those of the present study.

A study by Hill and Tyson (2009) in middle schools established that parental support in school related events such as volunteering and being available for school activities were fairly interrelated with learners' higher test scores, however, Fan (2001) revealed that exchanges with educators had negatively affected students' academic results. In their research, Tan and Goldberg (2009) established that caregivers who directly got engaged in the children's schooling had youngsters' who enjoyed school greatly but negatively associated with the learners' overall academic achievements. This negative relationship was true for students whose caregivers believed that the adolescents do not require any assistance with schoolwork. Tokac and Kacayoruk (2012) in their study established that appearing for meetings organized by schools had undesired consequences for high school students academic scores in mathematics as the learners feel that they are being given too much pressure. These results contradict one another as some studies show positive effects while others show negative effectives which created the need for the present study.

In Ghana, Nyarko (2011) showed that gender of care givers had different influences on learners' achievement. For instance, the study showed that maternal in-school engagement was found to enhance learners' test scores, the scores are higher compared to when male care givers get involved. According to Akinwunmi (2004), parental support mainly aids in enhancing learners' academic achievements. The study also showed that parental visits to schools equips them with information on

their children's progress and together with teachers search for the best ways of helping learners' improve academically. One of these studies focused on gender of parent who gets involved in school while the present study looks at parental involvement in general. The other study used different methodology and data collection approaches from that of the present study.

Parental support in planned school proceedings by taking part in open days activities, academic periods, gift issuance events, yearly conferences, fund soliciting events and sports days. A study by Karanja (2005) established that care givers support in school academic events had a significant impact on academic calendar implementation which enhanced learners' academic results. The study further established that learners with better academic results had parents who got involved while poor performing learners lacked such parents. The reviewed studies have shown that school related parental support have various effects on learners' academic achievement. These effects are mixed as in some studies there exists a positive, moderate and negative effect on learners' achievement. The current study therefore sought to investigate the actual effect that school associated support of parents has on students overall test scores achievement.

2.4 Strategies to improve Parental Support in their Childrens' education

Research from around the world have showed that ensuring that parents do participate more in the education of their children was causing a serious challenge to various school heads in developed and underdeveloped nations (Mncube, 2010; Makgopa & Mokhele, 2013). Further, employed caregivers as well as unmarried

parents do not have enough time for getting engaged in school events and conferences held during learning time, which is capable of aiding in acquiring the needed expertise to aid their teenagers with their school work, yet caregivers and home environment continue being the main drivers to learners' development and future employability. These studies however do differ from those of the present study as they did not focus on strategies adopted by schools in marginalized regions.

Preceding governmental plans including Every Child Matters, The Children Act 2004 in the United Kingdom and the United States of Americas' No Child Left behind Act (2001) policies made it clear that parental support in education of children is important. In some instances, caregivers evening engagements are some of the measures employed to enhance parental support. The strategy is said to provide significant prospect to improve strong parent-school interactions and for encouraging efficient caregivers' engagement however, caregivers ought to be informed in good time to allow them to prepare to avail themselves (Levine-Rasky, 2009). The current study sought to assess the strategies that were employed in enhancing parental support for learners' education in a nomadic community.

Studies further show that it was very important for every school to have in mind every care giver of students within academic institutions learning environment while projecting for efficient engagement methods (Staples & Diliberto 2010). With respect to engaging parents of children with learning disabilities in their education, Staples and Diliberto (2010) observed that by engaging such caregivers in partnership an impression is made on students that their teachers and parents are

working alongside one another to offer assistance. The current study did not look at learners with disabilities, hence, the focus of the study on strategies used for enhancing regular students' education by improving their parents' support for their education.

In Kenya, a study by Murungi, Muthaa, Micheni and Mwenda (2014) revealed that academic institution heads must develop a well-defined strategic plan on support of caregivers in the mastery advancement of learners. Scheduling care givers assemblies in academic institutions to instruct them on the significance of their support is often regarded as a beneficial measure by majority of educators and learners. The study observed that permitting pupils to take home study materials from libraries to recite to their care givers was an abstemiously helpful measure of the educators and a significant approach. However, the Kenyan schools and most of the schools studied are at primary level of education. The current study however therefore focused on strategies in place to improve parental support in the education of secondary school learners with special focus on nomadic/pastoralist parents in Wajir County, Kenya.

CHAPTER THREE:

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

In this chapter, the researcher presents: the study method, target populace, sample range, sampling techniques, study tools, test re-test, legitimacy and consistency of study apparatus, information gathering methods, modes of analyzing data and ethical and logistical concerns are discussed. All these procedures were followed in order to address study objectives and gaps identified in chapter two.

3.1 Research Design

The current study adopted a descriptive study design. This design had been chosen because the study collected data that described events and the design enabled the researcher to organize, tabulate and illustrate gathered data statistically. The design was also chosen as it aided the researcher in gathering quantitative data describing patterns of events that were presented in Tables and Figures. This design had also been chosen as through it the researcher gathered both open ended and closed ended information from the study participants using different tools (Creswell, 2013). Utilization of this design was further informed by the fact that it allowed the researcher to collect primary data on the subject matter without manipulating study variables.

3.2 Location of Study

Wajir County, is one of the established 47 Counties in Kenya, was the locale of the study. The region experiences dismal rains and extreme sunny conditions causing

drought hence only nomadic and sedentary pastoralist live there. The nomads are mainly settles close to water points in this County. The study locale experiences extreme poverty situation annually and also covers 56,000km² (Wajir County Report, 2017). This County however, has various government sponsored high schools dispersed across it but due to security matters, teachers fear being deployed to this region. Further, the County often records poor achievements in examinations among government sponsored high school learners than in other Counties such as Nairobi, indicating dismal or poor performance by learners in the County creating the need for the present study.

3.3 Target Population

The County has 40 government sponsored high schools which include 19 male boarding, 9 female boarding and 12 mixed day secondary schools. There are 40 principals and 270 teachers in Wajir County mixed day high schools having about 9488 learners (CDE, statistic section, 2014; Wanjala & Hussein, 2017). The target population for this study was all the 12 mixed day government sponsored high school learners from nomadic families in Wajir County as these schools had the most learners coming from nomadic families. This comprised of 996 persons including of 480 form 3 learners, 480 parents, 24 instructors and 12 principals of government sponsored high schools (Table 2) (Wanjala & Hussein, 2017). The researcher had selected these participants to embark in this research due to their extensive knowledge on quality education and variables affecting it in Wajir County, Kenya. The respondents were further well informed on the issue assessed hence their inclusion in this study as shown in Table 3.1.

Table 3.1: Target Population of the Mixed Day Schools

Target group	Numbers
Principals	12
Teachers	24
Form 3 learners	480
Parents	480
TOTAL	996

3.4 Sample Size and Sampling Procedure

The sample size and sampling techniques used were as follows:

3.4.1 Sampling Procedure

From the available government sponsored high schools in the study area, stratified sampling approach was utilized to only select mixed day secondary schools from remote regions in the County. This technique was used to stratify the required 4 mixed day secondary schools from this County by ensuring that 1 remote school from each of the available 4 big sub-Counties of the former Wajir County that is Wajir north, Wajir south, Wajir east and Wajir west were selected. After the stratification of schools, purposive sampling was used to select the school principals to participate in the study by having 1 principal of a remote mixed day school per sub-County participate in the study. This enabled the researcher to reach the needed sample of 4 principals. Further, Convenience sampling was used to select the required 48 parents from the 4 schools whereby the researcher conveniently selected 12 parents from each of the 4 schools until the required number of 48 was reached.

The use of convenience sampling was due to the fact that reaching these parents was close to impossible and therefore those found within the school compounds or live close to schools were conveniently selected to take part in the study. For the required sample of 12 teachers, the researcher used purposive sampling technique to select form 2, 3 and form 4 class teachers from each of the selected 4 schools to participate in the study. This was because they often get in touch with learners' parents and were abreast with the achievements in examinations of the learners. Furthermore, learners in form 2 to 4 had been within the institutions for long hence teachers had interacted with their parents/guardians severally. However, simple random sampling was used to select the required sample of 96 form 3 learners where the researcher tore pieces of papers equal to the number of form 3 learners per school, wrote numbers 1 to the 24 on 24 pieces of paper leaving the rest blank, folded all the papers separately, placed in a basket, shook and allowed each student to pick one piece. Only learners' who picked pieces of papers with numbers 1 to 25 in each school were included in the study. Only sampled respondents were issued with the study instrument and allowed to participate in this study.

3.4.2 Sample Size

The study used recommendations by Orodho (2005) which established that when studying a small populace one should use a sample of 20% of the study group and while studying a larger population, a sample of 10% of the study group is appropriate to calculate the required sample from the study sample. The total sample size was determined as shown in Table 3.2.

Table 3.2: Sample Size

	Principals	Teachers	Parents	Form 3 learners	Total
Target group	12	24	480	480	996
Percentage selected	33.3	50.0	10.0	20.0	16.1
Sample Size	4	12	48	96	160

Source: Adopted from Wanjala & Hussein, 2017

Figures presented in Table 3.2 showed that the total sample used in this study was 160 individuals making up 16.1% of the target populace.

3.5 Research Instruments

Questionnaires and interview schedule were used for gathering primary data from the respondents. Questionnaires were useful in gathering quantitative data from teachers, parents and learners where predetermined choices were offered; while interviews were instrumental in collecting qualitative data from the principals which will shed more weight on the quantitative data. The researcher conducted four face to face interviews. In order to triangulate the results, different respondent groups and two different instruments were used by the researcher. The instruments were as follows;

3.5.1 Interview Schedule for Principals

Face to face interviews was carried out between the researcher and four principals from the selected Sub-Counties so as to gather in-depth information. This instrument mainly had open ended questions with no answers to choose from. This tool was relevant as it helped the respondents give wider view of the questions. Questions in

the instruments addressed objective three and four where section A collected information on the influence of school related parental support on the performance of government sponsored high school learners from nomadic families while section B had questions on school related strategies used to improve parental support in the education of government sponsored high school learners from nomadic families in Wajir County, Kenya. The interview was in two parts with each part addressing different objective.

3.5.2 Teachers, Students and Parents Structured Questionnaires

This questionnaire was helpful in gathering open ended and closed ended data where in closed ended queries, answers to choose from were offered. Every query in the instrument addressed a specific study objective. Students instrument were structured to have 5 sections with section A having queries on participants demographic characteristics, section B collected information on forms of parental support in the education of government sponsored high school students from nomadic families, section C had questions on the influence of home related parental support on the performance of government sponsored high school learners from nomadic families, section D gathered data on the influence of school related parental support on the performance of government sponsored high school learners from nomadic families and section E collected information on school related strategies used to improve parental support in the education of government sponsored high school learners from nomadic families in Wajir County, Kenya. However, teachers and parents questionnaires were structured to have section A having queries on participants demographic characteristics, section B had questions on the influence of home

related parental support on the performance of government sponsored high school learners from nomadic families, section C gathered data on the influence of school related parental support on the performance of government sponsored high school learners from nomadic families and section D collected information on school related strategies used to improve parental support in the education of government sponsored high school learners from nomadic families in Wajir County, Kenya.

3.6 Validity of the Instruments

The rationality of the instruments was used to aid the pollster to arrive at sound and reasonable extrapolations from tallies drawn for a chosen sample (Creswell, 2013). In order to assess content rationality of study tools, expert judgement was consulted. Not to mention, the researcher also had the instruments reviewed by his peers to get their views on the relevance of queries and offer suggestions on issues that needed to be addressed to ensure all the questions adequately addressed set study objectives. Similarly, experts opinions aided in ensuring the instruments were able to gather accurate and relevant information during field work. Lastly, rationality was guaranteed by the researcher issuing the instruments in person as well as by soliciting the aid of competent field assistant (Leedy & Ormrod, 2014). On the other hand, qualitative instrument was tested for dependability through the use of overlapping techniques such as the telephone and face to face interviews.

3.7 Reliability of Instruments

Instrument dependability was used to assess the extent to which the employed data collection tools constant results when used over and over again (Kothari, 2005). To

establish the dependability of study tools, a test re-test was carried out by initially distributing them and scoring the responses afterwards. From the test re-test results, reliability coefficient was determined using Cronbach's Alpha Coefficients. If a dependability factor merit attained is over $r > 0.70$, the research viewed this as a show of high ore dependability. But, if the merit was less, then the study tools were redone and the process repeated again until the needed r -value was over 0.70. The instruments was thereafter tested for validity and afterwards printed for use during fieldwork. In order to ensure that data collected by the qualitative instruments reflected the situation on the ground, the researcher ensured that the questions asked were relevant and credible.

3.8 Piloting Study

Research tools were pilot tested by issuing them to a chosen sample from the study target group. Pilot sample formed 10% (16) of the study sample population. All respondents from Furaha Mixed Secondary school with similar characteristics with the required sample was chosen to take part in the pilot test, however, during the actual study, they were excluded. This process aided the investigator to assess the study viability and to identify any errors in the questionnaires and interview schedules. Further, this approach aided the researcher in ensuring that validity and reliability of questionnaires was established. Lastly, identified drawbacks capable of derailing and affecting accurate data collection were corrected by the supervisors' aid.

3.9 Data Collection Procedures

Before actual field work, the needed study license issued by the National Commission of Science, Technology and Innovation (NACOSTI) and local authorities were acquired by the researcher. Visit the schools and gain permission from the principals. Thereafter, actual field work followed where respondents were first sampled and then structured questionnaires were issued by the researcher to all the chosen parents, teachers and form 3 learners in order to collect quantitative data. Lastly, the researcher carried out face to face interviews with the principals. First, the researcher scheduled a date and time by first consulting the interviewees and gaining their consent. One on one interviews were used to gather qualitative data from the principals. This procedure lasted for 21 working days and thereafter all study tools were collected and safely stored in preparation for analysis.

3.10 Data Analysis

Descriptive and inferential statistics were used to analyze quantitative data. The researcher first coded the responses, tallied them, and then fed them into computer software (scientific packages for social sciences software version 21). This aided in the generation of the data in the form of percentages and rates of occurrences for descriptive responses while for inferential data linear regression was employed to test for the relationship between the independent and dependent variables being assessed at 95% confidence level. Open ended information were analyzed and presented narratively guided by study objectives. In Table 3.3, the researcher presents how data was analyzed per each objective.

Table 3.3: Analysis Matrix of the Research Objectives

Research Objectives	Dependent variable (X)	Independent variable (O)	Type of Data	Data analysis
To determine the forms of parental support in the education of government sponsored high school learners from nomadic families in Wajir County, Kenya	Academic Achievement	Forms of related parental support	Quantitative Qualitative	Descriptive statistics (frequencies and percentages) Inferential statistics (Linear regression) Narrative
To investigate the influence of home related parental support on the performance of government sponsored high school learners from nomadic families in Wajir County, Kenya	Academic Achievement	Home related parental support	Quantitative Qualitative	Descriptive statistics (frequencies and percentages) Inferential statistics (Linear regression) Narrative
To examine the influence of school related parental support on the performance of government sponsored high school learners from nomadic families in Wajir County, Kenya	Academic Achievement	School related parental support	Quantitative Qualitative	Descriptive statistics (frequencies and percentages) Inferential statistics (Linear regression) Narrative
To assess school related strategies used to improve parental support in the education of government sponsored high school learners from nomadic families in Wajir County, Kenya	Parental support	School related strategies	Quantitative Qualitative	Descriptive statistics (frequencies and percentages) Inferential statistics (Linear regression) Narrative

Source: - Researcher 2019

3.11 Logical and Ethical Considerations

A memo of introduction acquired from Kenyatta University was utilized by the researcher to obtain license for research from NACOSTI. The permit was presented to head teachers to let them know that the study had been approved and also to have them allow the researcher access to both teachers and students. Informed consent was obtained from participants before their involvement in this study. Participants were made aware that they could participate or decline to if they so wished. Study individuals were made aware that their identity would always remain a mystery. The researcher also informed the respondents that they were allowed to stop participating in the research at any point. They were reminded that information they offered were to be securely stored to avoid unauthorized persons from accessing them and after their use the researcher would burn them.

CHAPTER FOUR
PRESENTATION OF FINDINGS, INTERPRETATIONS AND
DISCUSSIONS

4.0 Introduction

This section presents an analysis of data based on the following specific research objectives;

1. To determine the forms of parental support in the education of government sponsored high school learners from nomadic families in Wajir County, Kenya
2. To investigate the extent of influence of home related parental support on the performance of government sponsored high school learners from nomadic families in Wajir County, Kenya
3. To examine the extent of influence of school related parental support on the performance of government sponsored high school learners from nomadic families in Wajir County, Kenya
4. To assess school related strategies used to improve parental support in the education of government sponsored high school learners from nomadic families in Wajir County, Kenya

4.1 Distribution of Participants by Demographic Characteristics

Information was gathered from students, teachers, parents and principals on their demographic data and results presented as follows.

Table 4.1: Distribution of Form 3 Students by Age, Gender and Family Category

		Frequency	Percent
Age	Below 16 years	2	2.1
	17 years	5	5.2
	18 years	32	33.3
	19 years	22	22.9
	20 years	35	36.5
	Total	96	100.0
Gender	Male	48	50.0
	Female	48	50.0
	Total	96	100.0
Family Category	Settled Nomads	39	40.6
	Full-time Nomads	57	59.4
	Total	96	100.0

Information obtained from form 3 students and presented in Table 4.1 revealed that 36.5% were aged 20 years while 2.1% were aged below 16 years. These results showed that within public secondary schools in Wajir County, most form 3 learners were aged between 18 and 20 years, an indication that some of these learners (especially those aged 19 and 20) might have repeated classes or started schooling late. Majority of form 3 students participants were older than 18 years an indication that information obtained came from learners with significant experience on parental support and were aware of how this support affected their academic performance.

Findings further revealed that there was gender balance among form 3 student participants in the study as 50% were male and the other 50% were female. Therefore, outcomes presented reflects views of both male and female learners in Wajir public secondary schools with regard to the investigated subject matter in order to avoid gender bias in study outcomes.

Additional findings presented in Table 4.1 revealed that most form 3 students in Wajir County public secondary schools came from full-time nomadic families as 59.4% of them mentioned while 40.6% came from settled nomads. This showed that the public secondary schools in the County are largely composed of learners from full-time nomadic families. Hence, the study results can largely be generalized to all learners from full-time nomadic families but to a small extent to learners from settled nomadic families in Wajir County.

Table 4.2: Distribution of Teachers by Age and Gender

		Frequency	Percent
Age	21-25 years	6	50.0
	26-30 years	3	25.0
	31-35 years	1	8.3
	36-40 years	2	16.7
	Total	12	100.0
Gender	Male	6	50.0
	Female	6	50.0
	Total	12	100.0
Teaching Experience	1 year	1	8.3
	2 years	2	16.7
	3 years	3	25.0
	4 year	2	16.7
	5 years	2	16.7
	8 years	2	16.7
	Total	12	100.0

Results presented in Table 4.2 reveal that among the teachers who took part in this study, 50% were aged between 21-25 years, 25% were aged between 26-30 years while 16.7% were aged between 36-40 years. These results show that most public secondary school teachers are composed of teachers aged less than 30 years with 75% composition. The outcomes implied that more teachers in the study area were young in age.

The study also revealed that 50% of the teachers were females and the other 50% were men. Therefore, equal number of teachers by gender had participated in the study. This therefore indicates that outcomes presented in this study are representative of views of both female and male teachers in the study area.

The study results presented in Table 4.2 reveal that 16.7% of teachers had a teaching experience of eight years while 16.7% had been working for two years while 8.3% had been teachers for only a year. These results show that teachers in Wajir County had very few years' of teaching experience as only 16.7% had worked for eight years with the rest having less than five years' of teaching experience. The results therefore implies that a good number of teachers in mixed secondary schools situated in remote regions have not worked there for longer periods of time.

Table 4.3: Distribution of Parents by Age, Gender and Occupation

		Frequency	Percent
Age	31-40 years	14	29.2
	41-50 years	15	31.3
	51 years and above	19	39.6
	Total	48	100.0
Gender	Male	24	50.0
	Female	24	50.0
	Total	48	100.0
Occupation	Watchman	3	6.3
	Pastoralist	12	25.0
	Unemployed	16	33.3
	Businessman	14	29.2
	Teacher	1	2.1
	Fire worker	1	2.1
	Driver	1	2.1
	Total	48	100.0

As results in Table 4.3 show, 39.6% of parents who took part in this study were aged 51 years and above whereas 29.2% were aged 31-40 years. Therefore, most parents of public secondary school learners in Wajir County were aged 30 years and above.

The results, therefore, showed that more parents in the study area were mature and had educated many students hence were more knowledgeable of the effects of parental involvement on the education of the students.

Results also revealed that 50% of the parents were men while 50% were women. These results presented in this study reflect the views of both female and male parents.

Findings of the study as presented in Table 4.3 show that 33.3% of parents of form 3 students were unemployed while 2.1% were drivers. This implies that most parents of public secondary school learners in Wajir learners were jobless, while a substantial number were businessmen and pastoralists. The study at the same time established that all the parents were married.

4.2 Forms of parental support in the education of public secondary school learners from nomadic families

The first objective of the study sought to document the forms of parental support in the education of government sponsored high school learners from nomadic families in Wajir County, Kenya. Results on whether parents got involved in learners education based on data gathered from students are presented using frequencies and percentages in Table 4.4.

Table 4.4: Students' responses on whether parents got involved in their education

	Frequency	Percent
Yes	81	84.4
No	15	15.6
Total	96	100.0

The study results from students presented in Table 4.4 show that 84.4% of form 3 students agreed that their parents got involved in their education while 15.6% disagreed. These results implies that in Wajir County public secondary schools, there was a high level of parental involvement in their childrens' education at secondary school level. Such kind of parental involvement was echoed by responses from teachers and parents. All who participated in this study (100%) agreed that parents do get involved in learners' education. Similarly, results of a study by Cotton and Wikelund (2005) showed that parental support is very necessary for the academic performance of students.

Information was gathered from form 3 students and parents on forms of parental education support and outcomes presented in Table 4.5.

Table 4.5: Responses on the Forms of Parental Education Support

Form 3 Students	Frequency	Percent
Paying school fees	92	95.8
Assisting with homework	1	1.0
Attending school meeting	1	1.0
Purchasing learning materials	2	2.1
Total	96	100.0
Parents	Frequency	Percent
None	1	2.1
Assist with homework	6	12.5
Less chores	15	31.3
Bought revision books	20	41.7
Aids in my revision	4	8.3
Monitors my study timetable	2	4.2
Total	48	100.0

Information gathered from form 3 students and presented in Table 4.5 shows that 95.8% of parents got involved in their childrens' education by paying school fees while 2.1% mentioned that their parents got involved in their education by purchasing learning materials. These results therefore implies that the main form of parental involvement in learners' education in Wajir County is through payment of school fees. Responses from teachers (100%) also supported this finding.

Data collected from parents and presented in Table 4.5 reveals that 41.7% of parents bought revision books while 4.2% monitored their childrens study timetable. The results hence implies that, most parents in Wajir County generally bought revision materials for their children in order to help them study. On the same note, Radzi, et al. (2010) found that parental involvement in learners' education entailed assessment of learners' school work, attending parent-teacher meetings among others.

4.3 Home related parental support and the performance of public secondary school learners from nomadic families

The second study objective sought to investigate the influence of home related parental support on the performance of government sponsored high school learners from nomadic families in Wajir County, Kenya. Results of the study are presented in Tables using frequencies and inferential statistics while thematic data are presented in a narrative form.

4.3.1 Responses on the way in which parents get involved learners' education at home

Information was collected from respondents on the main way in which parents got involved in learners' education and findings presented in Table 4.6.

Table 4.6: Responses on the way in which parents get involved in learners' education at home the most

Form 3 Students	Frequency	Percent
None	5	5.2
Assist with homework	5	5.2
Less chores	26	27.1
Bought revision books	54	56.3
Aids in my revision	2	2.1
Monitors my study timetable	4	4.2
Total	96	100.0

Teacher	Frequency	Percent
None	1	8.3
Assist with homework	3	25.0
Bought revision books	7	58.3
Monitors my study timetable	1	8.3
Total	12	100.0

Students were asked to indicate the way in which their parents got involved in their education at home the most and results presented in Table 4.6 shows that 56.2% indicated that their parents bought them revision materials while 5.2% had parents who assisted them with doing homework. These results showed that while at home, parents in Wajir County generally buy revision materials for their learners but not all. Information gathered from teachers and presented in Table 4.6 revealed that 8.3% of parents did not get involved in their childrens' education while at home whereas 58.3% bought revision materials for their children.

These results are in line with those of students as they showed that in Wajir County, parents of secondary school students normally engage in their childrens' education while at home by buying them revision materials. On his part Ryan (2005) held that some parents do get involved in their children at home by setting home rules for

studying which is in line with results of the study which showed that some parents monitored their children time. However, in line with the outcomes of the current study, Mulei (2012) established that a high number of caregivers in Yatta division supported their kids to revise while home with only few parents rewarding their children for this effort.

4.3.2 Responses on the effects of home related parental support on learners' academic performance

Information was gathered from participants on the effects of home related parental support on learners' academic performance and findings presented in Tables below.

Table 4.7: Responses on the effects of home related parental support on learners' academic performance

Form 3 Students	Frequency	Percent
Has greatly improved academic performance	44	45.8
Has improved academic performance	19	19.8
Has moderately affected academic performance	14	14.6
Had negatively affected academic performance	5	5.2
Has had great negative effect on academic performance	1	1.0
Has had no effect on academic performance	13	13.5
Total	96	100.0
Teachers	Frequency	Percent
Has greatly improved academic performance	3	25.0
Has improved academic performance	6	50.0
Has moderately affected academic performance	3	25.0
Total	12	100.0
Parents	Frequency	Percent
Has greatly improved academic performance	3	6.3
Has improved academic performance	18	37.5
Has moderately affected academic performance	19	39.6
Had negatively affected academic performance	1	2.1
Has had no effect on academic performance	7	14.6
Total	48	100.0

Results from data gathered from students and presented in Table 4.7 revealed that 45.8% of the students, parental involvement in their education at home had greatly improved their academic performance while this form of parental involvement had improved the students' academic performance of 19.8% of the students. Therefore, the findings show that home related parental involvement in learners' education generally improved learners' academic performance within public secondary schools in Wajir County.

Results obtained from teachers and presented in Table 4.7 established that according to teachers, home related parental involvement greatly improved academic performance of learners as 25% mentioned whereas 50% mentioned that it improved academic performance of learners from nomadic families. These results implies that parental involvement in education of learners' generally improved the academic performance of these learners in Wajir County.

Information obtained from parents and presented in Table 4.7 showed that 6.3% of parents indicated that parental involvement in childrens' education at home greatly improved childrens academic performance and 39.5% mentioned that it moderately affected academic performance of learners from nomadic families. The results imply that in Wajir County, parental involvement in learners' education has a moderate effect on learners' academic performance. Ryan (2005) at the same time revealed that parents that set rules for children while they are at home had well performing children academically as this improved academic discipline of the learners at home and in schools. Therefore, home related parental involvement does affect academic performance of learners.

Interview outcomes showed that most principals were of the view that home based nomadic parental support had negative effects on learners' academic outcomes. The interviewees stated that:

“Majority of nomadic parents do not participate in their childrens’ education while at home. This situation is so worrisome as learners do not even study while at home and when they come to school they normally have forgotten what they were previously taught and this has been responsible for most of these children underperforming due to parents neglect by not following up on these childrens education when they are at home”. (Principal 1, 2 and 3)

“In this school, most parents do make an effort to get involved in their childrens education when they are at home and this has moderately improved the academic results of these learners”. (Principal 4)

Therefore, these outcomes show that there is dismal parental support for childrens education at home by nomadic parents in Wajir County and this has resulted in undesirable academic outcomes among these children.

4.3.3 Respondents’ ratings of the influence of home related parental support on learners’ academic performance

Study participants were asked to rate various statements as strongly agree (SA), agree (A), neutral (N), disagree (D) and strongly disagree (SD) based on how home related parental involvement influenced learners’ academic performance in Wajir County public secondary schools and results are presented in Table 4.8, 4.9 and 4.10.

Table 4.8: Students' ratings of the influence of home related parental support on learners' academic performance

	SA		A		N		D		SD	
	f	%	f	%	f	%	f	%	f	%
My parent gives me less chores when am home to give me adequate time to revise and do my homework which enhances my academic achievement	45	46.9	35	36.5	4	4.2	3	3.1	9	9.4
My parent do not give me livestock attendance duties as opposed to my siblings who are not in school which gives me adequate time to revise and do my homework which also enhances my academic achievement	23	24.0	18	18.8	13	13.5	17	17.7	25	26.0
My parents due to their low levels of education ask educated neighbours/relatives to check my homework and report cards and advise me on how to improve academically which enhances my academic achievement	21	21.9	19	19.8	10	10.4	30	31.3	16	16.7
My parents have set aside a separate space and time for me to use for studies while at home which has positively affected my academic performance	28	29.2	27	28.1	10	10.4	15	15.6	16	16.7
My parent is not involved in my education at home and this may be contributing to my poor performance academically	11	11.5	10	10.4	14	14.6	21	21.9	40	41.7
My parent sets academic and life goals for me and this has improved my achievements in examinations as I study hard to achieve them	30	31.3	28	29.2	12	12.5	12	12.5	14	14.6
My parent assists me with my homework and this has improved my achievements in examinations	16	16.7	23	24.0	12	12.5	26	27.1	19	19.8
My parent assigns me less chores and this has improved my achievements in examinations as I have time to study	33	34.4	33	34.4	13	13.5	8	8.3	9	9.4
My parent bought me revision materials at home and this has improved my achievements in examinations	36	37.5	32	33.3	12	12.5	7	7.3	9	9.4
My parent monitors my study time and this has improved my achievements in examinations	27	28.1	25	26.0	16	16.7	14	14.6	14	14.6

Information from students and presented in Table 4.8 shows that 46.9% strongly agreed with the statement that my parent gives me less chores when am home to give me adequate time to revise and do my homework which enhances my academic achievement, 24.4% strongly agreed that my parent do not give me livestock attendance duties as opposed to my siblings who are not in school which gives me adequate time to revise and do my homework which also enhances my academic achievement and 21.9% strongly agreed that my parents due to their low levels of education ask educated neighbours/relatives to check my homework and report cards and advise me on how to improve academically which enhances my academic achievement.

The outcomes also shows that 29.2% of the students strongly agreed that my parents have set aside a separate space and time for me to use for studies while at home which has positively affected my academic performance, 41.7% strongly disagreed that my parent is not involved in my education at home and this may be contributing to my poor performance academically, 31.3% strongly agreed that parent sets academic and life goals for me and this has improved my achievements in examinations as I study hard to achieve them and 24% agreed that my parent assists me with my homework and this has improved my achievements in examinations.

Among the students, 34.4% strongly agreed that my parent assigns me less chores and this has improved my achievements in examinations as I have time to study, 37.5% strongly agreed that my parent bought me revision materials at home and this has improved my achievements in examinations while 28.1% strongly agreed with the statement that my parent monitors my study time and this has improved my

achievements in examinations. These results therefore overall implied that home related parental involvement in learners' education at home influenced the learners' academic performance in Wajir County. Similarly, in Ghana, outcomes of a study by Nyarko, (2010) supported the current study outcomes as it revealed that home-related parental engagement enhanced learners' test scores.

Table 4.9: Teachers' ratings of the influence of home related parental support on learners' academic performance

	SA		A		N		D		SD	
	f	%	f	%	f	%	f	%	f	%
Parents give learners less chores when at home to give them adequate time to revise and do homework which enhances their academic achievement	1	8.3	2	16.7	1	8.3	7	58.3	1	8.3
Parents do not give learners livestock attendance duties as opposed to their siblings who are not in school which gives them adequate time to revise and do homework which also enhances their academic achievement	2	16.7	2	16.7	5	41.7	1	8.3	2	16.7
Due to most parents low levels of education, they ask educated their neighbours/relatives to check their learning children's homework and report cards and advise them on how to improve academically which enhances the children's academic achievement	1	8.3	6	50.0	1	8.3	3	25.0	1	8.3
Some parents have set aside a separate space and time for learning children to use for studies while at home which has positively affected their academic performance	1	8.3	2	16.7	5	41.7	1	8.3	2	16.7
Parents are not involved in their childrens' education at home and this may be contributing to their poor performance academically	2	16.7	5	41.7	1	8.3	3	25.0	1	8.3

Parents set academic and life goals for their children and this has improved their achievements in examinations as they study hard to achieve them	1	8.3	3	25.0	5	41.7	3	25.0	0	0.0
Parents ask educated relatives/neighbours to assist their children with their homework and this has improved their achievements in examinations	0	0.0	4	33.3	1	8.3	6	50.0	1	8.3
Parents through the aid of educated relatives/neighbours buy their children revision materials at home and this has improved their achievements in examinations	2	16.7	4	33.3	5	41.7	1	8.3	0	0.0
Parents through the aid of educated relatives/neighbours monitor their children study time and this has improved their achievements in examinations	0	0.0	5	41.7	3	25.0	3	25.0	1	8.3

Data was also gathered from teachers on the influence of home related parental support on learners academic performance in Wajir County public secondary schools and results presented in Table 4.9 revealed that 58.3% disagreed with the statement that parents give learners less chores when at home to give them adequate time to revise and do homework which enhances their academic achievement, 16.7% agreed that parents do not give learners livestock attendance duties as opposed to their siblings who are not in school which gives them adequate time to revise and do homework which also enhances their academic achievement and 50% agreed that due to most parents low levels of education, they ask educated their neighbours/relatives to check their learning children's homework and report cards and advise them on how to improve academically which enhances the children's academic achievement.

Results further shows that 16.7% of teachers agreed that some parents have set aside a separate space and time for learning children to use for studies while at home which has positively affected their academic performance, 41.7% agreed that parents are not involved in their childrens' education at home and this may be contributing to their poor performance academically and 25% agreed that parents set academic and life goals for their children and this has improved their achievements in examinations as they study hard to achieve them.

Lastly, the outcomes showed that 33.3% of teachers agreed that parents ask educated relatives/neighbours to assist their children with their homework and this has improved their achievements in examinations, 33.3% agreed that parents through the aid of educated relatives/neighbours buy their children revision materials at home and this has improved their achievements in examinations and 41.7% agreed that parents through the aid of educated relatives/neighbours monitor their children study time and this has improved their achievements in examinations. These results showed that home based parental participation in learners' education influenced academic performance of such learners in Wajir County pubic secondary schools. These outcomes are supported by Mulei (2012) who noted that high levels of parental involvement enhances academic outcomes of students.

Table 4.10: Parents’ ratings of the influence of home related parental support on learners’ academic performance

	SA		A		N		D		SD	
	f	%	f	%	f	%	f	%	f	%
I do not support my child’s education at home and this may be contributing to his/her poor performance academically	1	2.1	11	22.9	2	4.2	24	50.0	10	20.8
I set academic and life goals for my school going children through the aid of educated relatives/neighbours and this has improved their achievements in examinations as they study hard to achieve them	0	0.0	8	16.7	14	29.2	26	54.2	0	0.0
I ask my educated relatives/neighbours to assist my school going children with homework and this has improved their achievements in examinations	0	0.0	14	29.2	3	6.3	25	52.1	6	12.5
I assign my school going children less chores and this has improved their achievements in examinations as they have time to study	0	0.0	26	54.2	5	10.4	11	22.9	6	12.5
I ask my educated relatives/neighbours to buy my school going children revision materials at home and this has improved their achievements in examinations	1	2.1	5	10.4	12	25.0	19	39.6	11	22.9
I ask my educated relatives/neighbours to monitor my school going children’s study time and this has improved their achievements in examinations	1	2.1	8	16.7	8	16.7	22	45.8	9	18.8

Lastly, data gathered from parents and presented in Table 4.10 indicated that 50% of the parents disagreed that they do not support their childrens’ education at home and

this may be contributing to their poor performance academically, 54.2% disagreed that they set academic and life goals for their school going children through the aid of educated relatives/neighbours and this had improved their achievements in examinations as they study hard to achieve them and 52.1% disagreed that they asked their educated relatives/neighbours to assist their school going children with homework and this had improved their achievements in examinations.

The findings also shows that 54.2% parents strongly agreed that they assign their school going children less chores and this had improved their achievements in examinations as they have time to study, 39.6% disagreed that they asked their educated relatives/neighbours to buy their school going children revision materials at home and this had improved their achievements in examinations while 45.8% disagreed that they asked their educated relatives/neighbours to monitor their school going children's study time and this had improved their achievements in examinations. These results also showed that home based parental education support had improved academic performance of public secondary school learners in Wajir County. Chemogosi (2012) agrees with these outcomes as his study showed those parents who supervised learners' homework, their children performed well academically.

4.3.4 Inferential Statistics on the influence of home related parental support on the performance of public secondary school learners from nomadic families

The study set out to test the relationship between home related parental support and the performance of public secondary school learners from nomadic families in Wajir County using linear regression and findings presented in Tables 4.11, 4.12 and 4.13.

Table 4.11: Model Summary of the relationship between home related parental education support and students' academic performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.873 ^a	.762	.738	.596

a. Predictors: (Constant), Home related parental education support

The model summary results in Table 4.11 revealed that holding other factors constant at zero, home related parental support affected academic performance of students by 76.2% as the R²-value was R²=0.76. This implies that other factors not studied affected academic performance of students from nomadic families by 23.8%. Mulei (2012) also observed that home based parental supervision had a strong effects on learners' academic outcomes.

Table 4.12: ANOVA on the relationship between home related parental education support and students' academic performance

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	11.363	1	11.363	31.974	.000 ^b
Residual	3.554	10	.355		
Total	14.917	11			

Analysis of variance results (ANOVA) presented in Table 4.12 revealed that there was a significant relationship between home related parental support and the performance of public secondary school learners from nomadic families in Wajir County as the p-value of $p=0.00$ was lower than $p=0.05$. This proved that the model adopted to test the relationship between the dependent and independent variables was a good fit.

Table 4.13: Regression coefficients on the relationship between home related parental education support and students' academic performance

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	5.602	.477			11.732	.000
Home related parental education support	-.737	.130	-.873		-5.655	.000

a. Dependent Variable: Academic performance

The regression coefficient results presented in Table 4.13 revealed that there was a statistically significant relationship between home related parental support and the performance of public secondary school learners from nomadic families in Wajir County as the p-value of $p=0.000$ was lower than $p=0.05$. Hence the results revealed that home related parental support and the performance of public secondary school learners from nomadic families in Wajir County were statistically related. The findings based on the Beta values showed that a change in home related parental support would result in a -0.873 unit change in the academic performance of public secondary school learners from nomadic families in Wajir County, Kenya. These

outcomes agree with those of Mulei (2012) who established that the studied variables were related.

4.4 School related parental support and the performance of public secondary school learners from nomadic families

In this section the third objective of the study which sought to examine the influence of school related parental support on the performance of government sponsored high school learners from nomadic families in Wajir County, Kenya was addressed. Findings are presented in Tables in the form of descriptive statistics and inferential statistics while thematic data is presented in a narrative form.

4.4.1 Responses on another school related parental education support apart from fee payment

Information was collected from study participants on other school related parental support for education apart from fee payments and findings are presented in Table 4.14.

Table 4.14: Responses on school related parental education support other than fee payment

	Frequency	Percent
No support	8	8.3
Attend parent teacher meeting	25	26.0
Call school to check my progress	30	31.3
Buys all the learning materials required at school	31	32.3
Volunteers to help organize school events	3	3.1
Total	96	100.0
Teachers	Frequency	Percent
No support	2	16.7
Attend parent teacher meeting	3	25.0
Call school to check their students' progress	5	41.7
Buys all the learning materials required at school	2	16.7
Total	12	100.0
Parents	Frequency	Percent
No support	3	6.3
Attend parent teacher meeting	9	18.8
Call school to check students' progress	19	39.6
Buys all the learning materials required at school	17	35.4
Total	48	100.0

Study results as in Table 4.14 revealed that 8.3% of students held that their parents offered no school based support to them, 26% mentioned that their parents attended parent teacher meeting while 32.3% observed that their parents bought them learning materials needed in school. The findings showed that most parents in Wajir County generally offer support to students mainly through calling school to check on childrens progress as well as buying needed learning materials at school. Therefore, various school based approaches were being used by parents to help their academic performance in public secondary schools in Wajir County, Kenya. Results from teachers as presented in Table 4.14 revealed that 16.7% of parents offered no school related education support to their children whereas 41.7% called schools to check on learners' progress. These findings show that the main school related parental support

offered to learners in Wajir County public secondary schools by parents was mainly calling schools to check on learners' academic progress.

The study results presented in Table 4.14 revealed that 6.3% of the parents offered no school related parental support to learners while 39.6% called schools to check on learners' academic progress. These results showed that the main school related parental support offered to learners by parents in Wajir County public secondary schools was calling schools to check on their childrens academic progress. On their part, Olatonye and Ogunkola (2008) argued that conventionally, support of parents in schooling of learners entail supports in the youngsters' home-related events and school-related behaviours.

Interviewees were asked how parents supported their childrens' education at school and it was established that fee payment and funding school activities were the forms of parental involvement used the most as the interviewees stated that:

“They pay school fees and some few follow up the academic performance of their children” (Principal, 1 and 2)

“Parents in this school mainly finance the implementation of academic programs” (Principal 3)

“Parents help in raising funds for remedial lessons that helps in syllabus coverage” (Principal 4)

Findings from the interviews implies that nomadic parents in Wajir County do get involved in their childrens' education at the school level. This is in line with findings of Uzoechina and Obidike (2008) who observing that parents participate in learners'

learning as shown by their attentiveness to school events and vigorous partaking in learners' academic work.

4.4.2 Responses on the effects of school related parental support on learners' academic performance

Information was collected regarding the effect of school related parental support on academic performance of learners from nomadic families' and results presented in Tables 4.15.

Table 4.15: Responses on the effects of school related parental support on learners' academic performance

Form 3 Students	Frequency	Percent
Has greatly improved academic performance	38	39.6
Has improved academic performance	34	35.4
Has moderately affected academic performance	6	6.3
Had negatively affected academic performance	7	7.3
Has had great negative effect on academic performance	3	3.1
Has had no effect on academic performance	8	8.3
Total	96	100.0
Teachers	Frequency	Percent
Has greatly improved academic performance	1	8.3
Has improved academic performance	8	66.7
Has moderately affected academic performance	2	16.7
Has had no effect on academic performance	1	8.3
Total	12	100.0
Parents	Frequency	Percent
Has greatly improved academic performance	1	2.1
Has improved academic performance	27	56.3
Has moderately affected academic performance	13	27.1
Had negatively affected academic performance	1	2.1
Has had no effect on academic performance	6	12.5
Total	48	100.0

Findings in Table 4.15 revealed that 39.6% of students mentioned that school related parental support greatly improved students' academic performance while 3.1% observed that it had great negative effect on students' academic performance in Wajir County public secondary schools. These results showed that in the studied area, school related parental support improved students' academic performance hence it is advisable for parents to participate more in their childrens' education within schools.

Outcomes in Table 4.15 further indicates that 8.3% of teachers mentioned that school related parental support greatly improved students' academic performance while 66.7% mentioned that it improved students' academic performance in Wajir County public secondary schools. These results therefore showed that within the studied schools in Wajir County, school related parental support generally improved students' academic performance. Based on data obtained from parents and presented in Table 4.15, 2.1% of parents held that school related parental support greatly improved students' academic performance and 56.3% mentioned that it improved students' academic performance. These results also showed that in Wajir County public secondary schools, school related parental support improved students' academic performance. These results have been supported by Jeynes (2016) who observed that learners' academic outcomes were tired the type of school based support parents offered to their children.

Information was collected from principals on the extent of parental involvement in education of their children at schools and it was revealed that they got involved to a low extent as the interviewees stated that:

*“The parents of learners from nomadic background rarely get involved in their childrens’ education at school level”
(Principal 1, 2 and 3)*

*“Learners from nomadic backgrounds have parents who do not get involved in their education at the school level”
(Principal 4)*

These findings generally implied that nomadic mainly did not get involved in their childrens’ education. This however, contradicts outcomes of information gathered from parents.

Discussions with principals revealed that dismal parental involvement in education of learners negatively affected the learners academic achievements, minimized lesson time lost and enhanced syllabus coverage as they stated that;

*“Because of parental minimal input at school level, the academic achievement of learners is negatively affected”
(Principal, 1)*

“Payment of school fees on time by parents minimizes the number of lesson time lost” (Principal, 2)

“Parents participation in fund raising for remedial lessons helps learners’ to cover the syllabus on time” (Principal 3 and 4)

Therefore, the outcomes show that the recorded dismal parental support for childrens education at school in the region negatively affected the learners’ academic performance. This is further supported by outcomes of a study conducted by Jeynes (2016).

4.4.3 Respondents' ratings of the influence of school related parental support on learners academic performance

Study participants were at the same time asked to rate the influence of school related parental support on learners' academic performance and results presented in Tables 4.16, 4.17 and 4.18.

Table 4.16: Students' ratings of the influence of school related parental support on learners' academic performance

	SA		A		N		D		SD	
	f	%	f	%	f	%	f	%	F	%
At school my parent is not involved in my education in any way which affects my achievements in examinations	5	5.2	21	21.9	7	7.3	26	27.1	37	38.5
My parents send educated relatives/friends to attend parent-teacher meetings which has positively improved my achievements in examinations	23	24.0	21	21.9	11	11.5	27	28.1	14	14.6
My parents have my educated relatives/neighbours calls school regularly to check on my progress which has positively improved my achievements in examinations by encouraging me to work hard	21	21.9	34	35.4	11	11.5	17	17.7	13	13.5
My parents seeks the aid of learned relatives to buy all the needed learning materials which has positively improved my achievements in examinations as these enable me to revise for examinations	22	22.9	40	41.7	10	10.4	11	11.5	13	13.5

My parents volunteers to organize school events and checks on my progress in the process which has positively improved my achievements in examinations	17	17.7	31	32.3	15	15.6	20	20.8	13	13.5
My parents send my neighbours or relatives to attend to me in school as they are not educated enough which affects my academic performance	13	13.5	18	18.8	9	9.4	31	32.3	25	26.0
My neighbours and relatives respond to all school communications as my parents are too busy with livestock to do so which affects my academic performance	25	26.0	26	27.1	7	7.3	17	17.7	21	21.9

Findings in Table 4.16 revealed that 38.5% of the students strongly disagreed with the statement that at school my parent is not involved in my education in any way which affects my achievements in examinations, 28.1% disagreed that my parents send educated relatives/friends to attend parent-teacher meetings which has positively improved my achievements in examinations, 35.4% agreed that my parents have my educated relatives/neighbours calls school regularly to check on my progress which has positively improved my achievements in examinations by encouraging me to work hard while 41.7% agreed that my parents seeks the aid of learned relatives to buy all the needed learning materials which has positively improved my achievements in examinations as these enable me to revise for examinations.

The results also show that 32.3% of form 3 students agreed that my parents volunteers to organize school events and checks on my progress in the process which has positively improved my achievements in examinations, 32.3% disagreed that my parents send my neighbours or relatives to attend to me in school as they are not educated enough which affects my academic performance and 27.1% agreed that my neighbours and relatives respond to all school communications as my parents are too busy with livestock to do so which affects my academic performance. These results implies that in Wajir County, school related parental support greatly influenced learners' academic performance in public secondary schools. In agreement, scholars such as Hill and Tyson (2009) and Jeynes (2016) agreed that school based parental support improved learners' academic performance.

Table 4.17: Teachers' ratings of the influence of school related parental support on learners' academic performance

	SA		A		N		D		SD	
	f	%	f	%	f	%	f	%	f	%
At school parents are not involved in their childrens' education in any way which affects their achievements in examinations	0	0.0	2	16.7	1	8.3	2	16.7	7	58.3
Parents have learners' educated relatives/neighbours call school regularly to check on learners' academic progress which has positively improved the learners' achievements in examinations by encouraging them to work hard	0	0.0	4	33.3	1	8.3	6	50.0	1	8.3
Parents send educated relatives/friends to attend parent-teacher meetings which has positively improved their achievements in examinations	0	0.0	2	16.7	2	16.7	7	58.3	1	8.3
Parents volunteer to organize school events and checks on their children's progress in the process which has positively improved their achievements in examinations	0	0.0	2	16.7	1	8.3	3	25.0	6	50.0
Parents seeks the aid of learned relatives to buy all the needed learning materials which has positively improved learners' achievements in examinations as these enable them to revise for examinations	2	16.0	3	25.0	2	16.7	4	33.3	1	8.3
Most parents send their neighbours or relatives to attend to learners in school as they (parents) are not educated enough which affects learners' academic performance	2	16.7	3	25.0	1	8.3	4	33.3	2	16.7
Neighbours and relatives respond to all school communications as learners' parents are too busy with livestock and less interested in education to do so which affects the learners' academic performance	1	8.3	1	8.3	3	25.0	4	33.3	3	25.0

Results obtained from teachers and presented in Table 4.17 revealed that 58.3% of teachers strongly disagreed that at school parents are not involved in their childrens' education in any way which affects their achievements in examinations, 50.0% disagreed that parents have learners' educated relatives/neighbours call school regularly to check on learners' academic progress which has positively improved the learners' achievements in examinations by encouraging them to work hard, 58.3% disagreed that parents send educated relatives/friends to attend parent-teacher meetings which has positively improved their achievements in examinations and 50% strongly disagreed that parents volunteer to organize school events and checks on their children's progress in the process which has positively improved their achievements in examinations.

Results also show that 33.3% of teachers disagreed that parents seeks the aid of learned relatives to buy all the needed learning materials which has positively improved learners' achievements in examinations as these enable them to revise for examinations, 33.3% disagreed that most parents send their neighbours or relatives to attend to learners' in school as they (parents) are not educated enough which affects learners' academic performance while 33.3% disagreed that Neighbours and relatives respond to all school communications as learners' parents are too busy with livestock and less interested in education to do so which affects the learners' academic performance. These results indicated that in Wajir County public secondary schools, school based parental support influenced learners' academic achievements greatly. On his part, Topor (2010) held that a caregiver with

constructive outlook on education at rudimentary have children with enhanced attainments academically due to their cooperative nature with instructors.

Table 4.18: Parents’ ratings of the influence of school related parental support on learners’ academic performance

	SA		A		N		D		SD	
	f	%	f	%	f	%	f	%	f	%
At school I am not involved in their education in any way which may be affecting their achievements in examinations	0	0.0	13	27.1	1	2.1	22	45.8	12	25.0
I send educated relatives/friends to attend parent-teacher meetings which has positively improved my school going children’s achievements in examinations	0	0.0	9	18.8	9	18.8	26	54.2	4	8.3
I ask my educated relatives/friends to call school regularly to check on my children’s academic progress which has positively improved their achievements in examinations by encouraging them to work hard	0	0.0	15	31.3	6	12.5	26	54.2	1	2.1
I ask my educated relatives/friends to buy all the needed learning materials which has positively improved my children’s’ achievements in examinations as these enable them to revise for examinations	2	4.2	10	20.8	9	18.8	26	54.2	1	2.1
I volunteer to organize school events and check on their progress in the process which has positively improved their achievements in examinations	2	4.2	1	2.1	8	16.7	31	64.6	6	12.5
My educated neighbours and relatives respond to all school communications as I am often too busy with livestock to do so which affects my children’s academic performance positively	1	2.1	5	10.4	3	6.3	26	54.2	13	27.1

Additionally, results obtained from parents and presented in Table 4.18 revealed that 45.8% disagreed with a statement stating that at school I am not involved in their education in any way which may be affecting their achievements in examinations, 54.2% disagreed with the statement that I send educated relatives/friends to attend parent-teacher meetings which has positively improved my school going children's achievements in examinations and 54.2% disagreed that I ask my educated relatives/friends to call school regularly to check on my children's academic progress which has positively improved their achievements in examinations by encouraging them to work hard.

The study also found that 64.6% of the teachers disagreed that I volunteer to organize school events and check on their progress in the process which has positively improved their achievements in examinations while 54.2% disagreed that my educated neighbours and relatives respond to all school communications as I am often too busy with livestock to do so which affects my children's academic performance positively. Results of the study also showed that school based parental supports that are offered to learners' by their parents significantly influenced the learners' academic results in Wajir County.

These outcomes were supported by those of other scholars as Hill and Tyson (2009) in their study revealed that parental support in school related events such as volunteering and being available for school activities were fairly interrelated with learners' higher test scores an outcome which supports that of the current study. Similarly, Akinwunmi (2004) noted that parental support mainly aids in enhancing

learners' academic achievements. The study also showed that parental visits to schools equips them with information on their children's progress and together with teachers search for the best ways of helping learners' improve academically.

4.4.4 Inferential statistics on the influence of school related parental support on the performance of public secondary school learners from nomadic families

The study tested whether there was a relationship between school related parental support on the performance of public secondary school learners from nomadic families and findings presented as in Tables 4.19, 4.20 and 4.21.

Table 4.19: Model summary of the relationship between school related parental support and performance of public secondary school learners from nomadic families

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.937 ^a	.879	.867	.480

Model summary results show that the R² value is R²=0.879. This imply that holding other factors constant at zero, school related parental support affects academic performance of students from nomadic families by 87.6%. Therefore, other variables not studied affected academic performance of these students by 12.4%. This is similar to a study done in China by Mo and Singh (2008) which revealed that parental involvement at post-primary education level significantly influenced students' school engagement and test scores.

Table 4.20: ANOVA of the relationship between school related parental support and performance of public secondary school learners from nomadic families

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.695	1	16.695	72.417	.000 ^b
	Residual	2.305	10	.231		
	Total	19.000	11			

ANOVA results in Table 4.20 showed that there was a relationship between school related parental support and academic performance of students from nomadic families. This is because the p-value of $p=0.000$ was lower than $p=0.05$. Hence, linear regression was a good model fit for assessing the relationship between studied variables.

Table 4.21: Regression coefficients on the relationship between school related parental support and performance of public secondary school learners from nomadic families

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	5.695	.400			14.230	.000
School related parental education support	-1.237	.145	-.937		-8.510	.000

a. Dependent Variable: Academic performance

The regression coefficient data presented in Table 4.21 revealed that there was a statistically significant relationship between school related parental support and academic performance of students from nomadic families in Wajir County as the p-value of $p=0.000$ was lower than $p=0.05$. Therefore, school related parental support and academic performance of students from nomadic families are significantly

related. Beta value data on the other hand revealed that a change in school related support would result in a 0.937 unit change in academic performance of students in Wajir County public secondary schools. The study by Mo and Singh (2008) concurred with these outcomes as it showed that enhanced learners' academic were statistically related to parental support at school.

4.5 School related strategies used to improve parental support in the education of public secondary school learners from nomadic families

The last objective of the study sought to assess school related strategies used to improve parental support in the education of government sponsored high school learners from nomadic families in Wajir County, Kenya and results in descriptive, inferential and thematic statistics presented.

4.5.1 Responses on the main school related strategy in place to improve parental education support

Respondents were asked to list the main school related strategy in place to improve parental education support and results presented in Table 4.22.

Table 4.22: Responses on school related strategy in place to improve parental education support

Form 3 Students	Frequency	Percent
None	10	10.4
Organizing for parent-teacher meetings	30	31.3
Calling parents over the phone	35	36.5
Collaborating with parents on disciplinary matters	7	7.3
Organizing parents day	14	14.6
Total	96	100.0

Teachers	Frequency	Percent
None	1	8.3
Organizing for parent-teacher meetings	7	58.3
Calling parents over the phone	1	8.3
Collaborating with parents on disciplinary matters	3	25.0
Total	12	100.0

Parents	Frequency	Percent
Organizing for parent-teacher meetings	1	2.1
Calling parents over the phone	25	52.1
Collaborating with parents on disciplinary matters	21	43.8
Organizing parents day	1	2.1
Total	48	100.0

Findings in Table 4.22, shows that the main strategy to improve parental involvement in learners' education was calling parents over the phone (36.5%) followed by organizing parent-teacher meetings (31.3%) and the least was collaborating with parents on disciplinary matters (7.3%). The results therefore showed that public secondary schools in Wajir County had various school related strategies for enhancing parental support in students' education with calling parents over the phone being the most widely used strategy.

Outcomes in Table 4.22 further revealed that organizing parent-teacher meetings was the main school related strategy for enhancing parental support as mentioned by 58.3% with the least strategy being calling parents over the phone. The results also

showed that several school related strategies were being employed by public secondary schools in Wajir County to enhance parental support for childrens' education with organizing for parent-teacher meetings being the main strategy that was widely being used.

In Table 4.22 lastly revealed that the main school related strategy to improve parental participation in nomadic students education was calling parents over the phone as 52.1% of parents mentioned and the least used measure (2.1%) was parents teacher meetings learners' education . These results showed that in Wajir County, among other strategies, schools normally call parents over the phone as the main school based measure for enhancing parental support for learners' education within public secondary schools. In the UK, Levine-Rasky, (2009) noted that school planned for evening engagements at school for parents in order to enhance their participation in their childrens education a strategy which this study did not find to be employed by Kenyan schools in Wajir County, Kenya.

Principals were asked to mention the main school related strategies in place in schools to improve parental involvement in their childrens' education and results indicated that parents day events, calling parents on phone and parent-teacher meetings were the strategies used as the interviewees stated that;

“The main school related strategies used to improve parent support for learners' education are parents' days and calling of parents to update on students' progress” (Principal, 1, 2 and 3)

“The school initiates parents' teacher meetings as the main strategy for enhancing parental support for learners from nomadic families' education” (Principal, 1)

The interview results implies that public secondary schools in Wajir County has formulated various school related strategies aimed at improving parental support for their childrens' education and these include organizing parent-teacher meetings, calling parents and organizing parents' day events at school. The use of such approaches are also supported by outcomes of a study conducted by Levine-Rasky, (2009).

4.5.2 Ways in which school related strategies affect parental academic support

The research also collected data on the ways in which school related strategies affect parental academic support in Wajir County public secondary schools and results were as in the following Table 4.23.

Table 4.23: Responses on ways in which school related strategies affect parental academic support

Form 3 Students	Frequency	Percent
Has greatly improved parental support	35	36.5
Has improved parental support	28	29.2
Has moderately affected parental support	12	12.5
Had negatively affected parental support	2	2.1
Has had great negative effect on parental support	7	7.3
Has had no effect on parental support	12	12.5
Total	96	100.0
Teachers	Frequency	Percent
Has greatly improved parental support	4	33.3
Has improved parental support	5	41.7
Has moderately affected parental support	3	25.0
Total	12	100.0
Parents	Frequency	Percent
Has improved parental support	30	62.5
Has moderately affected parental support	10	20.8
Had negatively affected parental support	1	2.1
Has had no effect on parental support	7	14.6
Total	48	100.0

As results in Table 4.23 established, 36.5% of students mentioned that the adopted school related measures greatly improved parental support for learners' education in Wajir County public secondary schools while 7.3% were of the view that it had great negative effect on parental support. Therefore, the findings showed that in the study area, school related strategies generally enhanced parental support for learners' education creating the need for the schools to keep employing these and more strategies to get more and more parents to participate in the education of their children.

The study results as in Table 4.23 showed that 41.7% of teachers mentioned that the employed school based measures improved parental support in Wajir County public secondary schools while 25% said that it moderately affected parental support for learners' education. The findings showed that in the study locale, school related strategies in place generally improved parental support for learners' education hence are very crucial for the education of learners in the region.

Study results presented in Table 4.23 revealed that 62.5% of parents held that the utilized school related measures greatly improved parental support for learners' education in Wajir County public secondary schools whereas 2.1% stated that it had negatively affected parental support. Therefore, the findings showed that in public secondary schools of Wajir County, adopted school related strategies generally enhanced parental support for learners' education. Staples and Diliberto (2010) revealed that engaging caregivers in partnership by schools, students get the hint that teachers and parents are coming together in a bid to aid in their academics. This,

however, does not show how such partnership affects learners' academic performance unlike the present study.

The principals were further asked to mention how the stated school related strategies affected parental support for learners' education in the region and the results showed that the strategies have improved parental support for learners' education as they stated that;

“School related strategies adopted by this school has improved parent teacher relations’ and parental support which has led to improved academic achievement of learners as a result” (Principal, 1 and 2)

“This has greatly improved overall parental support for learners’ education and also enhanced academic performance of learners as a result as parents get to know the level or academic capabilities of their children and thereafter advise them on how to improve on academic areas they are weak at” (Principal 3 and 4)

These outcomes implies that adopted strategies by schools do enhance nomadic parents' involvement in their childrens' education and this has been seen to improve the childrens academic performance. This outcome is in line with those of Staples and Diliberto (2010) which showed that such strategies enhance parental support for learners' education.

4.5.3 Respondents ratings of the influence of school related strategies on improving parental support in the education of public secondary school learners from nomadic families

Respondents for this study were at the same time asked to rate various statements relating to the influence of school related strategies on improving parental support in

the education of public secondary school learners from nomadic families in Wajir County and results presented in Tables 4.24, 4.25 and 4.26.

Table 4.24: Students’ ratings of the influence of school related strategies on improving parental support in the education of public secondary school learners from nomadic families

	SA		A		N		D		SD	
	f	%	f	%	f	%	f	%	f	%
My school has no strategy in place to improve my parents support in my education an issue negatively affecting my parents support	10	10.4	15	15.6	10	10.4	23	24.0	38	39.6
My school organizes parent-teacher meetings outside the school environs especially through the aid of chiefs which has greatly improved my parents support	22	22.9	29	30.2	8	8.3	11	11.5	26	27.1
My school collaborates with my parent with respect to my discipline which has greatly improved my parents support	40	41.7	31	32.3	9	9.4	6	6.3	10	10.4
My school organizes parents day events which has greatly improved my parents support	32	33.3	40	41.7	9	9.4	8	8.3	7	7.3

Information gathered from students and presented in Table 4.24 revealed that 39.6% strongly disagreed with the statement that my school has no strategy in place to improve my parents support in my education an issue negatively affecting my parents support, 30.2% my school organizes parent-teacher meetings outside the school environs especially through the aid of chiefs which has greatly improved my parents support and 41.7% strongly agreed that my school collaborates with my parent with respect to my discipline which has greatly improved my parents support

The results also show that 41.7% of students agreed that my school organizes parents' day events which has greatly improved my parents support. Hence, these results showed that school related strategies improved parental support in the education of public secondary school learners from nomadic families in Wajir County. Levine-Rasky, (2009) held that having evening engagements for parents scheduled by schools had the potential of enhancing learners' performance. However, this study offered a suggestion rather than actually showing the effect this strategy had on learners' academic outcome and the present study has shown how each strategy employed by schools affected academic outcomes of learners.

Table 4.25: Teachers' ratings of the influence of school related strategies on improving parental support in the education of public secondary school learners from nomadic families

	SA		A		N		D		SD	
	f	%	f	%	f	%	f	%	f	%
School has no strategy in place to improve parents support in learners' education an issue negatively support of parents	0	0.0	2	16.7	0	0.0	3	25.0	7	58.3
School organizes parent-teacher meetings outside the school environs especially through the aid of chiefs which has greatly improved the parents support	0	0.0	4	33.3	0	0.0	7	58.3	1	8.3
School collaborates with parents with respect to learners' discipline which has greatly improved support of parents	2	16.7	8	66.7	2	16.7	0	0.0	0	0.0
School organizes parents day events which has greatly improved support of parents	4	33.3	8	66.7	0	0.0	0	0.0	0	0.0

Data from teachers and presented in Table 4.25 revealed that 58.3% of teachers strongly disagreed with the statement stating that school has no strategy in place to improve parents support in learners' education an issue negatively support of parents, 58.3% disagreed that school organizes parent-teacher meetings outside the school environs especially through the aid of chiefs which has greatly improved the parents support, 66.7% agreed that school collaborates with parents with respect to learners' discipline which has greatly improved support of parents while another 66.7% agreed that school organizes parents day events which has greatly improved support of parents.

The results generally implies that in Wajir County public secondary schools, school related strategies enhanced parental participation in the education of students from nomadic families. Staples and Diliberto (2010) on their part recommended that schools must only use efficient engagement strategies for involving parents by schools if the strategies are to succeed but failed to mention which strategies or engagement methods were being used by schools to enhance parental involvement as addressed by the present study.

Table 4.26: Parents’ ratings of the influence of school related strategies on improving parental support in the education of public secondary school learners from nomadic families

	SA		A		N		D		SD	
	f	%	f	%	f	%	f	%	f	%
My children’s school has no strategy in place to improve my support in my childrens’ education an issue negatively affecting my support	0	0.0	9	18.8	3	6.3	25	52.1	11	22.9
My children’s school organizes parent-teacher meetings which has greatly improved my support	2	4.2	15	31.3	4	8.3	25	52.1	2	4.2
My children’s school collaborates with me with respect to my children’s discipline which has greatly improved my support	0	0.0	2	4.2	42	87.5	3	6.3	1	2.1
My children’s school organizes parents day events which has greatly improved my support	0	0.0	23	47.9	7	14.6	9	18.8	9	18.9

Results of the study obtained from parents and presented in Table 4.26 showed that 52.1% agreed with the statement that my children’s school has no strategy in place to improve my support in my childrens’ education an issue negatively affecting my support, 52.1% agreed that my children’s school organizes parent-teacher meetings which has greatly improved my support, 87.5% were neutral with the statement that my children’s school collaborates with me with respect to my children’s discipline which has greatly improved my support and 47.9% agreed that my children’s school organizes parents day events which has greatly improved my support.

The results of the study implies that school related strategies improved parental support in the education of public secondary school learners from nomadic families in Wajir County. Murungi, et al. (2014) noted that planning caregivers’ assemblies within school environs by school management had the potential of improving learning among learners.

4.5.4 Inferential statistics on school related strategies used to improve parental support in the education of public secondary school learners from nomadic families

Lastly, the study tested the relationship between school related strategies and the enhancement of parental support in the education of public secondary school learners from nomadic families in Wajir County, Kenya through linear regression and findings presented in Tables 4.27, 4.28 and 4.29.

Table 4.27: Model summary of the relationship between school related strategies and parental support in the education of public secondary school learners from nomadic families

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.927 ^a	.859	.845	.560

a. Predictors: (Constant), School related strategy

The model summary results presented in Table 4.27 revealed that the R² value was R²=0.859. This showed that all other factors held constant at zero, school related strategies improved parental support in the education of public secondary school learners from nomadic families in Wajir County, Kenya by 85.9%. Therefore, other factors not studied affected parental support of learners’ education by 14.1%. Staples

and Diliberto (2010) also noted that school related strategies affected learners' academic outcomes.

Table 4.28: ANOVA on the relationship between school related strategies and parental support in the education of public secondary school learners from nomadic families

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	19.114	1	19.114	60.942	.000 ^b
Residual	3.136	10	.314		
Total	22.250	11			

Analysis of variance results presented in Table 4.28 revealed that there was a relationship between school related strategies and the enhancement of parental support in the education of public secondary school learners from nomadic families in Wajir County, Kenya as the p-value of $p=0.000$ was lower than $p=0.05$. Therefore, the model of analysis used to test the relationship between the independent and dependent variables at 95% confidence level was a good fit for assessing the relationship between the two variables hence its use in the study.

Table 4.29: Regression coefficients on the relationship between school related strategies and parental support in the education of public secondary school learners from nomadic families

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	6.545	.452		14.480	.000
School related strategy	-1.318	.169	-.927	-7.807	.000

a. Dependent Variable: Improved parental support

The study findings presented in Table 4.29 revealed that there was a statistically significant relationship between school related strategies and the enhancement of parental support in the education of public secondary school learners from nomadic families in Wajir County, Kenya. This is because the p-value of $p=0.000$ was lower than $p=0.05$. The Beta value obtained revealed that a change in school related strategies would result in -0.927 unit change in parental support in the education of public secondary school learners from nomadic families in Wajir County, Kenya. Murungi, et al. (2014) that there was a significant relationship between school based strategies for enhancing parental support and performance of learners at primary schools and not secondary school which was the main focus of the present study.

CHAPTER FIVE:

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this section, the researcher presents a summary of study findings, conclusions drawn from the results and recommendations based on.

5.1 Summary

5.1.1 Forms of parental support in the education of public secondary school learners from nomadic families

In the first objective, the study documented the forms of parental support in the education of government sponsored high school learners from nomadic families in Wajir County, Kenya. The study established that in Wajir County, there was a high level of parental involvement in students' education at secondary school level. The main forms of parental involvement in learners' education at public secondary school level were found to include paying school fees and purchasing of revision books.

5.1.2 Influence of home related parental support on the performance of public secondary school learners from nomadic families

The study also investigated the influence of home related parental support on the performance of government sponsored high school learners from nomadic families in Wajir County, Kenya. Study findings revealed that parents in Wajir County generally bought revision materials for their children as the main way of getting involved in education of children. Results of the study also revealed that home

related parental involvement in learners' education generally improved learners' academic performance within public secondary schools in Wajir County. The study at the same time established that home related parental involvement in learners' education influenced the learners' academic performance in Wajir County. Lastly, it was established that a statistically significant relationship between home related parental support and the performance of public secondary school learners from nomadic families in Wajir County as the p-value of $p=0.000$ was lower than $p=0.05$.

5.1.3 Influence of School related parental support on the performance of public secondary school learners from nomadic families

The study examined the influence of school related parental support on the performance of government sponsored high school learners from nomadic families in Wajir County, Kenya. The study results revealed that most parents in Wajir County generally offered support to students by making phone calls to teachers in order inquire about their childrens' progress as well as buying needed learning materials at school. The study also established that school related parental support greatly improved students' academic performance in Wajir County public secondary schools. It was also established by the study that in Wajir County, school related parental support greatly influenced learners' academic performance. It was further established by the study that there was a statistically significant relationship between school related parental support and academic performance of students from nomadic families in Wajir County as the p-value of $p=0.000$ was lower than $p=0.05$.

5.1.4 School related strategies used to improve parental support in the education of public secondary school learners from nomadic families

Lastly, the study assessed school related strategies used to improve parental support in the education of government sponsored high school learners from nomadic families in Wajir County, Kenya. The results revealed that most public secondary schools communicated with parents over the phone and organized parents teacher meetings as the main school based measures for enhancing parental support for learners' education within public secondary schools. Study results showed that the adopted school related measures greatly improved parental support for learners' education in Wajir County public secondary schools. It was at the same time established that school related strategies influenced parental support in the education of public secondary school learners from nomadic families in Wajir County. Regression coefficient results revealed that there was a statistically significant relationship between school related strategies and the enhancement of parental support in the education of public secondary school learners from nomadic families in Wajir County, Kenya.

5.2 Conclusions

The following conclusions were made from the study findings, this study concluded that in Wajir County, most parents got involved in students' education at secondary school level. It also concluded that home related parental involvement in learners' education generally improved learners' academic performance within public secondary schools in Wajir County.

At the same time, the study concluded that school related parental support greatly improved students' academic performance in Wajir County public secondary schools. Lastly, the study concluded that the adopted school related measures greatly improved parental support for learners' education in Wajir County public secondary schools.

5.3 Recommendations

It is the recommendations of this study that:

5.3.1 Forms of parental support in the education of public secondary school learners from nomadic families

In addition to payment of schools fees, nomadic parents may focus on other forms of parental involvement in learners' education such as assisting their children with homework, buying revision materials and monitoring learners' homework as these will improve their childrens' academic performance.

5.3.2 Influence of home related parental support on the performance of public secondary school learners from nomadic families

That parents may not only buy revision materials as a form of home related support for learners' education but should pay close attention to other forms of parent related education support at home like monitoring their childrens' study time if the impact of their involvement is to be felt more through the enhancement of learners academic performance.

5.3.3 Influence of School related parental support on the performance of public secondary school learners from nomadic families

That parents may make more efforts to engage in their childrens' education in school instead of just making calls as personal appearances and in person follow-ups as well attending meetings can be very instrumental in improving the learners' academic performances.

5.3.4 School related strategies used to improve parental support in the education of public secondary school learners from nomadic families

That schools must select the most relevant strategies to adopt in a bid to enhance nomadic parents' support for their childrens' education if performance of these learners is to be improved.

5.4 Recommendations for Further Research

The study makes the following recommendations for further studies;

A study be conducted on factors leading to the disconnect between students' parents views and teachers, principals views on parental support for learners' education in Wajir county. while parents and their children have the opinion that parents got involved in the education of their children at home, teachers and principals had a contrary opinion to this.

An experimental study out to be done within Wajir County public secondary schools to identify the most effective strategy for enhancing nomadic parents involvement in students education

An experimental study out to be done within Wajir County public secondary schools to identify a parental involvement strategy with the highest effect on nomadic students' academic achievements

Effective strategies for enhancing home and school related parental involvement in nomadic learners' education

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APPENDICES

APPENDIX I: INFORMED CONSENT FORM

TITLE: Influence of parental support on Achievements in Examinations of Government Sponsored High School Learners from Nomadic Families in Wajir County, Kenya

Researcher: Mohamed Muhumed Noor

Master Student Kenyatta University

Reg No: E55/CE/27954/13

Cell: 0722454339

**Mark in the
Box**

1. I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions.
2. I understand that my support is voluntary and that I am free to withdraw at any time, without giving reason.
3. I agree to take part in the above study.

Name of Participant

Date

Signature

Name of Researcher

Date

Signature

APPENDIX II: FORM 3 LEARNERS' QUESTIONNAIRE

This instrument gathers information on the influence of parental support on achievements in examinations of government sponsored high school learners from nomadic families in Wajir County, Kenya. Kindly respond to the questions the best of your knowledge. Thanks in advance.

SECTION A: DEMOGRAPHIC CHARACTERISTICS

1. Age
2. Gender
3. In which category of nomadic family do you come from?
 - a. Settled nomads (my parents live in town but still own herds of livestock within the County)
 - b. Practicing Nomads (Our parents move around looking after our livestock)

SECTION B: FORMS OF PARENTAL SUPPORT IN THE EDUCATION OF GOVERNMENT SPONSORED HIGH SCHOOL LEARNERS

4. Does your parent get involved in your education?
5. Which is the main aspect of support of parents in your education? (Select one)
 - a. Paying school fees
 - b. Assisting with homework
 - c. Attending school meeting
 - d. Parent teacher collaboration
 - e. Purchasing learning materials
 - f. If none of the above, kindly state the main form of parental support to your education

SECTION C: INFLUENCE OF HOME RELATED PARENTAL SUPPORT ON THE PERFORMANCE OF GOVERNMENT SPONSORED HIGH SCHOOL LEARNERS

6. What is the main way in which your parents get involved in your education at home?

- a. None
- b. Assist with homework
- c. Less chores
- d. Bought revision books
- e. Aids in my revision
- f. Monitors my study timetable
- g. If none of the above, kindly state the main form of home related parental support to your education.....
.....
.....

7. How has he mentioned home related parental support affected your academic performance?

- a. Has greatly improved academic performance
- b. Has improved academic performance
- c. Has moderately affected academic performance
- d. Had negatively affected academic performance
- e. Has had great negative effect on academic performance
- f. Has had no effect on academic performance

8. Kindly rate the following statement as strongly agree (SA), agree (A), Neutral (N), disagree (D) and strongly disagree (SD) based on how home related parental support influence your achievements in examinations.

	SD	D	N	A	SA
My parent gives me less chores when am home to give me adequate time to revise and do my homework which enhances my academic achievement					
My parent do not give me livestock attendance duties as opposed to my siblings who are not in school which gives me adequate time to revise and do my homework which also enhances my academic achievement					
My parents due to their low levels of education ask educated neighbours/relatives to check my homework and report cards and advise me on how to improve academically which enhances my academic achievement					
My parents have set aside a separate space and time for me to use for studies while at home which has positively affected my academic performance					
My parent is not involved in my education at home and this may be contributing to my poor performance academically					
My parent sets academic and life goals for me and this has improved my achievements in examinations as I study hard to achieve them					
My parent assists me with my homework and this has improved my achievements in examinations					
My parent assigns me less chores and this has improved my achievements in examinations as I have time to study					
My parent bought me revision materials at home and this has improved my achievements in examinations					
My parent monitors my study time and this has improved my achievements in examinations					

SECTION D: INFLUENCE OF SCHOOL RELATED PARENTAL SUPPORT ON THE PERFORMANCE OF GOVERNMENT SPONSORED HIGH SCHOOL LEARNERS

9. Apart from paying school fees, which is the other main school related parental support in your education?
- a. No support
 - b. Attend parent-teacher meetings
 - c. Call school to check my progress
 - d. Buys all the learning materials required at school
 - e. Volunteers to help organize school functions
 - f. If not of the above, please state the main one
10. How has the mentioned school related parental support affected your academic performance?
- g. Has greatly improved academic performance
 - h. Has improved academic performance
 - i. Has moderately affected academic performance
 - j. Had negatively affected academic performance
 - k. Has had great negative effect on academic performance
 - l. Has had no effect on academic performance

11. Kindly rate the following statement as strongly agree (SA), agree (A), Neutral (N), disagree (D) and strongly disagree (SD) based on how school related parental support influence your achievements in examinations.

	SD	D	N	A	SA
At school my parent is not involved in my education in any way which affects my achievements in examinations					
My parents send educated relatives/friends to attend parent-teacher meetings which has positively improved my achievements in examinations					
My parents have my educated relatives/neighbours calls school regularly to check on my progress which has positively improved my achievements in examinations by encouraging me to work hard					
My parents seeks the aid of learned relatives to buy all the needed learning materials which has positively improved my achievements in examinations as these enable me to revise for examinations					
My parents volunteers to organize school events and checks on my progress in the process which has positively improved my achievements in examinations					
My parents send my neighbours or relatives to attend to me in school as they are not educated enough which affects my academic performance					
My neighbours and relatives respond to all school communications as my parents are too busy with livestock to do so which affects my academic performance					

SECTION E: SCHOOL RELATED STRATEGIES USED TO IMPROVE SUPPORT OF PARENTS IN THE EDUCATION OF GOVERNMENT SPONSORED HIGH SCHOOL LEARNERS

12. What is the main school related strategy in place to improve your parents' support in your education?

- a. None
- b. Organizing for parent-teacher meetings
- c. Calling parents over the phone
- d. Collaborating with parents on disciplinary matters
- e. Organizing parents day
- f. If none of the above, please state the strategy employed.....
.....
.....

13. In what ways has school related strategies affected parental support for learners' education?

- a. Has greatly improved parental support
- b. Has improved parental support
- c. Has moderately affected parental support
- d. Had negatively affected parental support
- e. Has had great negative effect on parental support
- f. Has had no effect on parental support

14. Kindly rate the following statement as strongly agree (SA), agree (A), Neutral (N) disagree (D) and strongly disagree (SD) based on how school related strategies influence support of parents in your education.

	SD	D	N	A	SA
My school has no strategy in place to improve my parents support in my education an issue negatively affecting my parents support					
My school organizes parent-teacher meetings outside the school environs especially through the aid of chiefs which has greatly improved my parents support					
My school collaborates with my parent with respect to my discipline which has greatly improved my parents support					
My school organizes parents day events which has greatly improved my parents support					

THANKS FOR YOUR SUPPORT

APPENDIX III: TEACHERS' QUESTIONNAIRE

This instrument gathers information on the influence of parental support on achievements in examinations of government sponsored high school learners from nomadic families in Wajir County, Kenya. Kindly respond to the questions to the best of your knowledge. Thanks in advance.

SECTION A: DEMOGRAPHIC CHARACTERISTICS

1. Age.....
2. Gender
3. Teaching experience

SECTION B: INFLUENCE OF HOME RELATED PARENTAL SUPPORT ON THE PERFORMANCE OF GOVERNMENT SPONSORED HIGH SCHOOL LEARNERS

4. What is the main way in which parents get involved in learners' education at home?
 - a. None
 - b. Assist with homework
 - c. Less chores
 - d. Buy revision books
 - e. Aid in their revision
 - f. Monitor their study timetable
5. If none of the above, kindly specify how parents get involved in their childrens' education at home
6. How has he mentioned home related parental support affected your academic performance?
 - a. Has greatly improved academic performance
 - b. Has improved academic performance
 - c. Has moderately affected academic performance
 - d. Had negatively affected academic performance
 - e. Has had great negative effect on academic performance
 - f. Has had no effect on academic performance

7. Kindly rate the following statement as strongly agree (SA), agree (A), Neutral (N), disagree (D) and strongly disagree (SD) based on how home related parental support influence their children's achievements in examinations.

	SD	D	N	A	SA
Parents give learners less chores when at home to give them adequate time to revise and do homework which enhances their academic achievement					
Parents do not give learners livestock attendance duties as opposed to their siblings who are not in school which gives them adequate time to revise and do homework which also enhances their academic achievement					
Due to most parents low levels of education, they ask educated their neighbours/relatives to check their learning children's homework and report cards and advise them on how to improve academically which enhances the children's academic achievement					
Some parents have set aside a separate space and time for learning children to use for studies while at home which has positively affected their academic performance					
Parents are not involved in their childrens' education at home and this may be contributing to their poor performance academically					
Parents set academic and life goals for their children and this has improved their achievements in examinations as they study hard to achieve them					
Parents ask educated relatives/neighbours to assist their children with their homework and this has improved their achievements in examinations					
Parents through the aid of educated relatives/neighbours buy their children revision materials at home and this has improved their achievements in examinations					
Parents through the aid of educated relatives/neighbours monitor their children study time and this has improved their achievements in examinations					

SECTION C: INFLUENCE OF SCHOOL RELATED PARENTAL SUPPORT ON THE PERFORMANCE OF GOVERNMENT SPONSORED HIGH SCHOOL LEARNERS

8. What is the main school related parental support in learners' education apart from fee payment?
 - a. No support
 - b. Attend parent-teacher meetings
 - c. Call school to check learners' progress
 - d. Buys all the learning materials required at school
 - e. Volunteers to help organize school functions
 - f. Please mention one if none of the above

9. How has the mentioned school related parental support affected your academic performance?
 - a. Has greatly improved academic performance
 - b. Has improved academic performance
 - c. Has moderately affected academic performance
 - d. Had negatively affected academic performance
 - e. Has had great negative effect on academic performance
 - f. Has had no effect on academic performance

10. Kindly rate the following statement as strongly agree (SA), agree (A), Neutral (N), disagree (D) and strongly disagree (SD) based on how school related parental support influence learners' achievements in examinations.

	SD	D	N	A	SA
At school parents are not involved in their childrens' education in any way which affects their achievements in examinations					
Parents have learners educated relatives/neighbours call school regularly to check on learners academic progress which has positively improved the learners achievements in examinations by encouraging them to work hard					
Parents send educated relatives/friends to attend parent-teacher meetings which has positively improved their achievements in examinations					
Parents volunteer to organize school events and checks on their children's progress in the process which has positively improved their achievements in examinations					
Parents seeks the aid of learned relatives to buy all the needed learning materials which has positively improved learners achievements in examinations as these enable them to revise for examinations					
Most parents send their neighbours or relatives to attend to learners in school as they (parents) are not educated enough which affects learners academic performance					
Neighbours and relatives respond to all school communications as learners' parents are too busy with livestock and less interested in education to do so which affects the learners academic performance					

SECTION D: SCHOOL RELATED STRATEGIES USED TO IMPROVE SUPPORT OF PARENTS IN THE EDUCATION OF GOVERNMENT SPONSORED HIGH SCHOOL LEARNERS

11. What is the main school related strategy in place to improve parents’ support in learners’ education?
- None
 - Organizing for parent-teacher meetings
 - Calling parents over the phone
 - Collaborating with parents on disciplinary matters
 - Organizing parents day
 - If none of the above, please state the main strategy
12. In what ways has school related strategies affected parental support for learners’ education?
- Has greatly improved parental support
 - Has improved parental support
 - Has moderately affected parental support
 - Had negatively affected parental support
 - Has had great negative effect on parental support
 - Has had no effect on parental support
13. Kindly rate the following statement as strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD) based on how school related strategies influence support of parents in learners’ education.

	SD	D	N	A	SA
School has no strategy in place to improve parents support in learners’ education an issue negatively support of parents					
School organizes parent-teacher meetings outside the school environs especially through the aid of chiefs which has greatly improved the parents support					
School collaborates with parents with respect to learners’ discipline which has greatly improved support of parents					
School organizes parents day events which has greatly improved support of parents					

THANKS FOR YOUR SUPPORT

APPENDIX IV: PARENTS' QUESTIONNAIRE

This instrument gathers information on the influence of parental support on achievements in examinations of government sponsored high school learners from nomadic families in Wajir County, Kenya. Kindly respond to the questions to the best of your knowledge. Thanks in advance.

SECTION A: DEMOGRAPHIC CHARACTERISTICS

1. Age.....
2. Gender
3. Occupation.....
4. Marital status

SECTION B: INFLUENCE OF HOME RELATED PARENTAL SUPPORT ON THE PERFORMANCE OF GOVERNMENT SPONSORED HIGH SCHOOL LEARNERS

5. What is the main way in which you get involved in your childrens' education at home?
 - a. None
 - b. Assist with homework
 - c. Give less chores
 - d. Buy revision books
 - e. Aid with revision
 - f. Monitor study timetable
 - g. Provide Study room
 - h. If none of the above, please state the main form of support you provide your learning children academically while at home

6. In what ways has the home related support you provide affected learners' performance?
 - a. Has greatly improved
 - b. Has improved
 - c. Has moderately affected performance

- d. Had negatively affected performance
- e. Has had great negative effect on performance
- f. Has had no effect on performance

7. Kindly rate the following statement as strongly agree (SA), agree (A), Neutral (N), disagree (D) and strongly disagree (SD) based on how home related parental support influence your children’s achievements in examinations.

	SD	D	N	A	SA
I do not support my child’s education at home and this may be contributing to his/her poor performance academically					
I set academic and life goals for my school going children through the aid of educated relatives/neighbours and this has improved their achievements in examinations as they study hard to achieve them					
I ask my educated relatives/neighbours to assist my school going children with homework and this has improved their achievements in examinations					
I assign my school going children less chores and this has improved their achievements in examinations as they have time to study					
I ask my educated relatives/neighbours to buy my school going children revision materials at home and this has improved their achievements in examinations					
I ask my educated relatives/neighbours to monitor my school going children’s study time and this has improved their achievements in examinations					

SECTION C: INFLUENCE OF SCHOOL RELATED PARENTAL SUPPORT ON THE PERFORMANCE OF GOVERNMENT SPONSORED HIGH SCHOOL LEARNERS

8. What is your main school related parental support in your child's education apart from fee payment?
- a. No support
 - b. Attend parent-teacher meetings
 - c. Call school to check progress
 - d. Buy all the learning materials required at school
 - e. Volunteer to help organize school functions
 - f. If none of the above state the main one
9. How has the mentioned school related parental support affected your academic performance?
- a. Has greatly improved academic performance
 - b. Has improved academic performance
 - c. Has moderately affected academic performance
 - d. Had negatively affected academic performance
 - e. Has had great negative effect on academic performance
 - f. Has had no effect on academic performance

10. Kindly rate the following statement as strongly agree (SA), agree (A), Neutral (N), disagree (D) and strongly disagree (SD) based on how school related parental support influence your children’s achievements in examinations.

	SD	D	N	A	SA
At school I am not involved in their education in any way which may be affecting their achievements in examinations					
I send educated relatives/friends to attend parent-teacher meetings which has positively improved my school going children’s achievements in examinations					
I ask my educated relatives/friends to call school regularly to check on my children’s academic progress which has positively improved their achievements in examinations by encouraging them to work hard					
I ask my educated relatives/friends to buy all the needed learning materials which has positively improved my childrens’ achievements in examinations as these enable them to revise for examinations					
I volunteer to organize school events and check on their progress in the process which has positively improved their achievements in examinations					
My educated neighbours and relatives respond to all school communications I am often too busy with livestock to do so which affects my children’s academic performance positively					

SECTION D: SCHOOL RELATED STRATEGIES USED TO IMPROVE SUPPORT OF PARENTS IN THE EDUCATION OF GOVERNMENT SPONSORED HIGH SCHOOL LEARNERS

11. What is the main school related strategy in place to improve your support in your childrens’ education?
- a. None
 - b. Organizing for parent-teacher meetings

- c. Calling us over the phone
- d. Collaborating with us on disciplinary matters
- e. Organizing parents day activities
- f. If none of the above, kindly state one

12. In what ways has school related strategies affected parental support for learners' education?

- a. Has greatly improved parental support
- b. Has improved parental support
- c. Has moderately affected parental support
- d. Had negatively affected parental support
- e. Has had great negative effect on parental support
- f. Has had no effect on parental support

13. Kindly rate the following statement as strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD) based on how school related strategies influence support of parents learners' education.

	SD	D	N	A	SA
My children's school has no strategy in place to improve my support in my childrens' education an issue negatively affecting my support					
My children's school organizes parent-teacher meetings which has greatly improved my support					
My children's school collaborates with me with respect to my children's discipline which has greatly improved my support					
My children's school organizes parents day events which has greatly improved my support					

THANKS FOR YOUR SUPPORT

APPENDIX V: PRINCIPALS' INTERVIEW GUIDE

This instrument gathers information on the influence of parental support on achievements in examinations of government sponsored high school learners from nomadic families in Wajir County, Kenya. Kindly respond to the questions the best of your knowledge. Thanks in advance.

SECTION A: INFLUENCE OF SCHOOL RELATED PARENTAL SUPPORT ON THE PERFORMANCE OF GOVERNMENT SPONSORED HIGH SCHOOL LEARNERS

1. How do parents get involved in their childrens' education at school? Kindly state

.....
.....

2. To what extent do parents get involved at school in their childrens' education?

.....
.....

3. In your opinion how does school related parental support influence learners' achievements in examinations?

.....

SECTION B: SCHOOL RELATED STRATEGIES USED TO IMPROVE SUPPORT OF PARENTS IN THE EDUCATION OF GOVERNMENT SPONSORED HIGH SCHOOL LEARNERS

4. What is the main school related strategy in place to improve parental support in learners' education?

5. In your view how has the mentioned school related strategy affected support of parents in education of learners ?

.....

THANKS FOR YOUR SUPPORT

APPENDIX VI: BUDGET

Item	Expenses in Kshs
Typesetting	30,000
Accompanying rates	40,000
Purchase of statistical software	20,000
Training on how to analyze data	110,000
Browsing expenditure	40,500
Additional costs	10,000
Sub total	250,500
Transport expenses	40,000
Printouts and binding costs	80,000
Making copies	55,000
Analysing data	140,000
Unforeseen costs	250,000
Assorted expenses	70,800
Total	886,300

APPENDIX VII: WORK PLAN

Endeavors	Duration			
	Dec-2018 Mar-2020	Apr-May-2020	June 2020	Jul-Aug 2020
Developing proposal				
Research tool formulation				
Field work				
Coding gathered data				
Entry of collected information				
Compiling the report				
Submitting project report				

