

**INFLUENCE OF FAMILY DISINTEGRATION ON LEARNERS' ACADEMIC  
PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN MOMBASA COUNTY,  
KENYA**

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## DECLARATION

I declare that this thesis is my original work and has not been submitted to any other university for award of any degree.

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## **DEDICATION**

I dedicate this work to my beloved parents and Higher Education for Sisters in Africa (HESA), the Hilton Foundation, and the Congregation of the Sisters of St. Joseph of Mombasa.

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## ABSTRACT

This study explored the influence of family disintegration on learner's academic performance in public secondary schools in Mombasa County, Kenya. The specific objectives were: to examine how lack of parental involvement on learners from disintegrated families affects their academic performance, to explore the psychological effects of family disintegration on learner's academic performance, to analyze how unavailability of educational resources on learners from disintegrated families influence their academic performance and to examine how lack of discipline of learners from disintegrated families influences their academic performance. The study was anchored on social attachment theory. The study used a convergent parallel design in the mixed-methods approach. Questionnaires were used to collect data from teachers while in-depth interview guides were used to collect data from principals and the Quality Assurance and Standards Officer (QASO). The research instruments were reviewed for validity by the researcher's supervisors. Cronbach's alpha was used to assess the reliability of the study instruments. The target population was 33 public secondary schools, 33 principals, 400 teachers, and one Quality Assurance and Standards Officer (QASO) of Mombasa County. Cluster and systematic sampling were used to select 11 out of 33 schools. Stratified and simple random sampling was used to select 220 out of 400 teachers. Purposive sampling was adopted to include 11 principals from the selected schools as well as the QASO. Quantitative data was analyzed using Statistical Package for Social Science Version 25 and was reported in frequency tables, percentages, graphs, and charts. The qualitative data was organized into themes based on the research questions and reported in a narrative form and direct quotations. The study revealed that family disintegration has a negative influence on learners' academic performance in public secondary schools in Mombasa County, Kenya. Furthermore, findings highlighted that the lack of effective parental involvement from disintegrated families also negatively impacts the academic success of learners. Additionally, the study showed that students from disintegrated families experience significant stress, which adversely affects their academic performance. The study recommended that school principals should develop initiatives to encourage greater parental involvement, particularly targeting parents from disintegrated families. This could include organizing regular parent-teacher meetings, workshops, and seminars that educate parents on the importance of their involvement in their children's education.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

**DRC** Democratic Republic of the Congo

**DV** Dependent Variable

**GPA** Grade Point Average

**IV** Independent Variable

**NACOSTI** National Commission for Science, Technology, and Innovation

**QASO** Quality Assurance and Standards Office

**SPSS** Statistical Package for the Social Sciences

## **CHAPTER ONE**

### **1.1 Introduction**

This chapter provides the background to the study about influence of family disintegration on learners' academic performance in public secondary schools in Mombasa County, Kenya. It further presents the statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study, scope and delimitation of the study, theoretical framework, conceptual framework, and operational definition of key terms.

### **1.2 Background to the Study**

Family is a stronghold social setup from where learners find their strength, love, and support. Having a harmonious family is a worldwide concern for families. Disruption of any kind deprives children of the benefits of proper upbringing, hence making family disintegration a worldwide reality. This phenomenon occurs when a family could no longer in part or whole play its role in the upbringing of children and uphold stability of the society (UNESCO, 2002). This happens especially when there are limited resources to support education and limited parental involvement. This concern has been a subject of significant concern in educational research, as it can have profound implications for learner's academic performance across the globe (Amanda, 2021). Family disintegration is therefore the breakdown of the traditional family unit due to factors such as divorce, separation, single parenthood, migration for work, unemployment, insecurity, poverty, drug abuse, level of education, domestic violence, religion or other economic and social stressors (Amato, 2005).

Family disintegration can have a far-reaching consequence on learner's emotional well-being, social relationship and overall family functioning. According to Johnson and Smith

(2017), the disruption of familial bonds through divorce, parental conflicts, or other challenges can deeply impact learner's academic performance and shaping of their academic journey. In the context of this study therefore, family disintegration is a critical factor influencing learner's academic performance in Mombasa County.

UNESCO highlights the significant impact of family disintegration on learners' academic performance (Gardinier, 2019). It emphasizes that when families experience breakdowns due to factors like divorce, separation, or parental conflict, children often face emotional distress and instability, which can directly affect their ability to focus, learn, and succeed in school. Research supported by these organizations underscores the correlation between family cohesion and academic achievement, stressing the need for supportive family environments to nurture children's cognitive and socio-emotional development. Additionally, UNESCO (2002) advocates for holistic interventions that address not only academic support but also emotional and psychological well-being to mitigate the adverse effects of family disintegration on learners' educational outcomes.

In Canada, Thompson and Bennett (2020) conducted a study on family disintegration and academic achievement. The study's findings revealed a significant negative correlation between family disintegration and academic performance among Canadian students. In particular, research by Thompson and Bennett revealed that students hailing from families undergoing disintegration exhibited lower grade point averages (GPAs) and higher absenteeism rates when compared to their peers from stable family backgrounds. This study, however, lacked a comprehensive exploration of the role of parental involvement and access to educational resources. The current study incorporated qualitative data to provide a more nuanced understanding of the dynamics at play and propose tailored interventions to support learners.

In a similar disposition, the Democratic Republic of Congo (DRC) and Rwanda have been recognized for their progressive approaches to promoting family unity and stability, which have in turn contributed to advancements in academic performance. Johnson and Mwamba (2021) asserted that the prevalence of family disintegration or divorce cases in this African nation was notably lower than in some Western countries. This achievement is attributed to a strong emphasis on family cohesion and robust community support networks in the DRC, both of which have played a pivotal role in fostering a conducive environment for academic achievement.

Furthermore, Rwanda, as emphasized by Gakwaya et al., (2020), has achieved remarkable progress in improving academic performance, owing in part to a cultural emphasis on family unity and support. These examples from the DRC and Rwanda underscore the vital role of family stability in relation to matters of academics. Hence offering valuable insights for educational policymakers and researchers seeking to understand the impact of familial factors on academic outcomes.

In Nigeria, Adekunle (2021) investigated the influence of family structure on learner's academic performance in Nigeria through a mixed-methods approach, employing surveys administered to students and parents alongside academic records analysis. Adekunle's research revealed that regions in Nigeria characterized by strong family cohesion and robust familial support systems tended to yield students with superior academic outcomes. Conversely, regions experiencing higher rates of family disintegration were found to be associated with lower learner performance (Adekunle, 2021). Additionally, study by Adetutu and Adebayo on family challenges and academic performance of secondary school students in Rivers State in Nigeria was undertaken to elucidate the intricate relationship between various family-related factors and

their impact on the academic achievements of secondary school students. The study rigorously assessed eight specific variables, encompassing family cohesion, parental presence, the tone of disciplinary practices within the family, parental work-life balance, parent-child communication, socio-economic status, and parental marital status.

Adetutu and Adebayo (2021) findings robustly underscored the profound influence of family challenges on the academic performance of secondary school students in Rivers State, thereby substantiating the critical significance of addressing this issue. As we delve into the topic of influence family disintegration on learner's academic performance in public secondary schools. It is imperative to recognize that family disintegration can be a pervasive challenge with far-reaching consequences that directly impact the academic performance of learners. However, a critical literature gap exists in comprehensively understanding how these effects manifest in the context of public secondary schools. Therefore, the current study aimed to bridge this gap by focusing on the influence of family disintegration on learner's academic performance of students in public secondary schools, therefore contributing to a clearer understanding of this critical issue.

Several studies have been conducted in Kenya like that of Njoroge (2020) on family structure and academic achievement to investigate the relationship between family structure and learner academic performance in Kenya. Through surveys administered to a substantial sample of Kenyan students and subsequent analysis of academic records, the researcher discerned that student from single-parent households tended to exhibit marginally lower academic performance than those from nuclear families. A different study was conducted by Kiptoo (2018) on family dynamics and academic performance in Kenyan schools. This study focused on the relationship between family structure and learner's academic performance in Kenya. The results emphasized

the significance of cultural and contextual elements, including parental engagement and community support, in mitigating the potential negative impacts of non-traditional family setups on academic performance.

In Ouma (2019) conducted a study in Kenya about family structure and learner's achievement, the researcher aimed to explore the dynamic and evolving relationship between family structure and learner academic performance. The study followed a cohort of Kenyan students over multiple years, integrating academic records analysis with in-depth interviews. The research revealed that the relationship between family structure and learner academic performance in Kenya is dynamic and evolves over time, and it emphasized the temporal dimension of this relationship. While the researcher provided valuable insights, it primarily emphasized the temporal dimension of this relationship. The identified gap in the existing literature is the need for a more comprehensive understanding of the qualitative aspects of the relationship between family disintegration and learner academic performance, especially within the context of public secondary schools in Mombasa. To address this gap, the present study aims to conduct a more extensive qualitative inquiry, focusing on the influence of family disintegration on learner academic performance. This research sought to complement Ouma's findings by providing a holistic view of this relationship in a specific geographic context of Mombasa County and educational context of public secondary schools.

A study conducted by Juma and Wanjiru (2020) on psychological consequences of family disintegration on academic performance in Mombasa County probed into the psychological impact of family disintegration on learners in Mombasa County. Their mixed-methods approach, which combined surveys and in-depth interviews, unveiled a critical need for targeted psychological support among students experiencing family breakdown. The study

underscores the relationship between emotional well-being and academic performance.

However, it leaves a gap by not thoroughly examining the influence of parental involvement, the availability of educational resources, and the issue of discipline on the psychological and emotional effects of family disintegration, which the current study sought to address.

Additionally, a study by Ahmed et al. (2018) scrutinizes the accessibility of educational resources and opportunities for children from disintegrated families in Mombasa County. Their quantitative research revealed significant resource disparities hindering academic performance among these students. The present study aims to expand upon Ahmed et al.'s findings by employing a mixed-methods approach that combines quantitative data analysis with qualitative insights. This approach is intended to provide a comprehensive understanding of the psychological and emotional effects of lack of parental involvement, the unavailability of educational resources and the lack of discipline among learners, thereby addressing the identified gap.

Similarly, a different study by Karisa and Mbogo (2017) on parental involvement and learners' discipline in disintegrated families in Mombasa County investigated the intricate relationship between parental involvement and learners' discipline within disintegrated families in Mombasa County. Employing qualitative research methods, their findings underscore the crucial role of consistent parental guidance in maintaining positive student behavior and academic performance. However, their research did not specifically focus on matters such as the lack of parental involvement, psychological and emotional effects, the unavailability of educational resources and the lack of discipline among learners. The current study complements Karisa and Mbogo's (2017) work by adopting a mixed-methods approach that combines qualitative insights with quantitative data analysis. Through this approach, the study provided a

more comprehensive understanding of the role of parental involvement in the academic lives of learners from disintegrated families in Mombasa County, thus bridging the gap in their research. The current study sought to probe on the influence of family disintegration on learner's academic performance, it recognizes that based on an alarming trend reflected in statistics from the Ministry of Education, Mombasa County, there is a notable increase in the number of schools recording poor performance, with some students scoring as low as a mean grade of below C+ (below 7.0 points) (MOE Mombasa County, 2021). These statistics point to a growing issue. Particularly, the causes of this decline are multifaceted, encompassing factors such as poverty, unemployment, the pursuit of jobs overseas, psychological challenges, drug addiction, family interference, early and forced marriages, cultural influences, and domestic violence (Manswab, 2020).

Data from the 2022 Mombasa County Kenya Demographic and Health Survey reveals significant implications of family disintegration on learner academic performance. Among women aged 15-49, 25% have experienced physical violence since age 15, with 12% reporting recent incidents (Kenya Demographic and Health Survey Fact Sheet, 2022). Additionally, according to Kenya Demographic and Health Survey Fact Sheet (2022), 10% have encountered sexual violence, including 4% in the last year. In intimate partnerships, 31% of women who have ever been married or had partner experienced violence, rising to 40% in the last 12 months. These statistics underscore the critical need to find out influence of family disintegration on learner's academic performance. The current study sought to probe the influence of family disintegration on learner's academic performance particularly in Mombasa County.

### **1.3 Statement of the Problem**

The influence of family disintegration on the academic performance of learners has been studied globally (Gardinier, 2019; Mwamba, 2021). According to Thompson and Bennett (2020), stable family environments provide emotional security and support, positively impacting a child's overall well-being and self-esteem. Intact families often establish routines and structures that promote discipline, time management, and regular study habits, all of which contribute to academic success. Therefore, the absence of family disintegration creates a conducive environment that nurtures students' academic growth and achievement.

In public secondary schools in Mombasa County, Kenya, the academic performance of learners is a critical indicator of educational success, with the government aiming to achieve and maintain high standards of excellence. According to the Ministry of Education of Mombasa County (2021), the government has implemented significant measures to enhance students' academic performance. However, several public secondary schools across the region have witnessed a significant decline in end-of-secondary education programs. A substantial number of students received grades in the C-, D+, D, D-, and E categories in the KCSE 2021 results (Mombasa County MOE, 2021).

This decline in performance points to the socioeconomic effects of family disintegration on learners' academic performance as a potential cause, among other factors. Family disintegration's adverse impact on students' educational outcomes plays a significant role in this concerning trend, affecting the well-being and prospects of young learners (Mombasa County MOE, 2021). However, the existing literature does not effectively explain how family disintegration influences students' academic performance, thus the need for the current study that explored the

influence of family disintegration on learner's academic performance in public secondary schools in Mombasa County, Kenya.

#### **1.4 The Purpose of the Study**

The main objective of this study is to investigate influence of family disintegration on learners' academic performance in public secondary schools in Mombasa County, Kenya.

##### **1.4.1 Objectives of the Study**

This study was guided by the following research objectives:

- i. To examine how lack of parental involvement affects academic performance of learners from disintegrated families in public secondary schools in Mombasa County, Kenya.
- ii. To explore the psychological effects of family disintegration on learner's academic performance in public secondary schools in Mombasa County, Kenya
- iii. To analyze how unavailability of educational resources affects the academic performance of learners from disintegrated families in Mombasa County, Kenya
- iv. To examine how lack of discipline of learners from disintegrated families influences their academic performance in Mombasa County, Kenya.

## **1.5 Research Questions**

The study was guided by the following research questions:

- i. How does lack of parental involvement on learners from disintegrated families affect their academic performance in public secondary schools in Mombasa County, Kenya?
- ii. What are the psychological effects of family disintegration on learner's academic performance in public secondary schools in Mombasa County, Kenya?
- iii. How does unavailability of educational resources on learners from disintegrated families influence their academic performance in Mombasa County, Kenya?
- iv. How does lack of discipline of learners from disintegrated families influences their academic performance in Mombasa County, Kenya?

## **1.6 Significance of the Study**

The findings of this study may have significant implications for various stakeholders, including schools, policymakers, administrators, teachers, and students. This information might be invaluable for schools and policymakers in the education sector, enabling them to formulate evidence-based policies and interventions aimed at addressing effects arising from family disintegration which affects students.

School principals might benefit from the study by gaining a deeper understanding of the challenges that students from disintegrated families face. This knowledge may help them implement targeted strategies to support such students, ultimately improving the overall performance and well-being of learners in their institutions. Teachers might gain access to practical and effective strategies for managing the academic performance of students affected by family disintegration. These insights might empower educators to create a more conducive

learning environment and provide tailored support to students facing family disintegration challenges at home.

The study's findings might directly benefit students by promoting awareness of how family disintegration can impact their academic performance. It might also offer recommendations on coping mechanisms and strategies to overcome these challenges, thereby enhancing their educational outcomes. The researcher might benefit from the findings of the study by gaining insights regarding the effects of family disintegration on the academic performance of learners.

### **1.7 Scope and Delimitations of the Study**

This study was conducted in Mombasa County, Kenya, where there has been a noticeable increase in the prevalence of disintegrated families due to factors such as divorce, drug abuse and parental conflicts. The target population for this study comprised of school principals and teachers in public secondary schools in Mombasa County. The primary objective was to explore the effects of family disintegration on the learners' academic performance in public secondary schools. The study focused on four variables which include parental involvement, psychological consequences, unavailability of educational resources and lack of discipline. This study was delimited to Mombasa County, Kenya, and the findings may not be directly applicable to other regions with different socio-economic contexts and cultural aspects. A mixed-methods approach was adopted for this study.

### **1.8 Theoretical Framework**

As highlighted by Kombo and Tromp (2018), the utilization of a theoretical framework serves the vital purpose of pinpointing crucial factors influencing the phenomenon under investigation. It bolsters the research endeavor by furnishing the reader with a theoretical

basis for critical analysis, establishing linkages to prior research, facilitating intellectual generalizations from observed phenomena, and enabling the researcher to discern the boundaries of the generalizations made. This study was anchored on the theoretical foundations of social attachment theory.

### **1.8.1 Social Attachment Theory**

This theory was developed by Bowlby (1980) and suggests that children are biologically predisposed to seek proximity and contact with their caregivers, especially in times of distress or uncertainty (Bowlby, 1980). This theory emphasizes the formation of a strong emotional bond between a child and their caregiver during childhood, with lasting effects throughout life. According to the theory, sensitive and emotionally available parenting leads to the development of a secure attachment style in children, fostering their socio-emotional well-being and academic performance (Bowlby, 1980).

Social attachment theory, serves as a fundamental framework for understanding the emotional development of children and its profound influence on various life domains, including academic performance. According to this theory, the formation of a strong emotional bond between a child and their caregiver during childhood is crucial for their socio-emotional well-being and overall development (Bowlby, 1980). Sensitive and emotionally available parenting leads to the development of a secure attachment style in children, fostering positive self-esteem, emotional regulation, and social skills, which in turn can have positive effects on academic performance. On the other hand, less sensitive and emotionally distant parenting or neglect of the child's needs may result in insecure forms of attachment, which could pose a risk for various mental health problems, impacting learners' ability to focus on their studies and academic performance.

Parental involvement and support play pivotal roles in shaping learners' academic performance. Engaged and supportive parents can positively influence their children's motivation, self-discipline, and attitudes toward learning, which can lead to improved academic performance (Johnson & Smith, 2017). Conversely, learners from disintegrated families may experience varying degrees of parental involvement, which can impact their academic performance. By examining the extent of parental involvement and support among learners from disrupted families, the study sought to identify how these factors contribute to their academic performance and overall well-being.

Family disintegration can have profound psychological and emotional consequences for learners, including feelings of insecurity, anxiety, and depression (Jensen & Svensson, 2020). These emotional challenges can adversely affect their focus, concentration, and motivation, ultimately influencing their academic performance. By exploring the psychological and emotional experiences of learners affected by family disintegration, the study aims to understand the link between these factors and their academic performance providing valuable insights into potential intervention strategies to support their mental well-being and academic performance.

Access to educational resources is critical for learners' academic performance. Students from disintegrated families may face disparities in accessing learning materials, extracurricular activities, and educational programs, which can impact their learning experiences (Eriksson & Lindström, 2021). Analyzing the availability and accessibility of educational resources and opportunities for these learners could shed light on the potential barriers they face and how these factors may influence their academic performance.

Parental involvement in discipline can significantly influence learners' behavior and academic performance (Olsen & Mikkelsen, 2018). In disintegrated families, the dynamics of

parental involvement in setting and enforcing disciplinary boundaries may differ, and this can have implications for learners' conduct and engagement in their studies. By examining the connection between parental involvement in discipline and learners' academic performance, the study aimed to understand how consistent and supportive parenting practices can positively impact academic performance despite family disruptions.

#### **1.8.1.1 Strengths of Social Attachment Theory**

The Social Attachment Theory, developed by Bowlby (1969), offers a comprehensive framework for understanding human relationships and their impact on various aspects of development. The theory highlights the importance of secure attachments for emotional well-being and cognitive development (Bowlby, 1982). Educators can create a nurturing and supportive classroom environment that fosters secure attachments, leading to better emotional regulation and enhanced learning experiences.

Social Attachment Theory emphasizes the significance of positive relationships between teachers and students (Hamre & Pianta, 2001). Educators can leverage this insight to build strong teacher-student bonds, enhancing student engagement, motivation, and academic achievement. The theory recognizes the role of peer relationships in social and emotional development (Ainsworth et al., 2015). Educators can promote positive peer interactions, helping students develop social skills, empathy, and a sense of belonging, which can positively impact their overall educational experience.

Educators can tailor teaching strategies based on attachment styles (Dozier & Rutter, 2008). For example, students with anxious attachments might benefit from reassurance, while those with avoidant attachments may benefit from gradual support.

The theory can inform approaches for students with special educational needs or behavioral challenges (Mikulincer & Shaver, 2016). Educators can implement attachment-informed interventions to address emotional and behavioral difficulties, enhancing students' overall school experience. Attachment theory's focus on emotional well-being aligns with the growing recognition of the importance of student well-being in education (Sroufe et al., 2005). By prioritizing emotional support and creating a positive emotional climate, educators contribute to students' mental health and academic success.

Secure attachments established in early education can have lasting effects on students' long-term educational outcomes (Hamre & Pianta, 2001). By fostering positive attachment experiences early on, educators contribute to students' overall educational trajectories.

#### **1.8.1.2 Weaknesses of Social Attachment Theory**

The Social Attachment Theory originated in Western cultures, which may limit its applicability and relevance to diverse cultural contexts in education (Keller, 2007). It might not fully capture attachment patterns and their impact on academic performance across different cultural and socio demographic backgrounds.

While the theory addresses parent-child and teacher-student relationships, it tends to oversimplify the role of peer relationships in educational settings (Bowlby, 1969). Peers play a significant role in academic motivation and social development, and a more nuanced understanding of peer interactions is essential for a comprehensive view of academic performance.

The theory primarily emphasizes emotional aspects of attachment, potentially overlooking the complex cognitive processes involved in learning and academic achievement (Dozier & Rutter, 2008). Cognitive factors such as motivation, metacognition, and learning

strategies also play a critical role in academic success and should be considered in educational contexts. Despite the weaknesses, the strengths of Bowlby's (1969) social attachment theory far outweigh its weaknesses and thus, the researcher grounded the study on this theory.

### **1.8.1.3 Application of Social Attachment Theory**

The Social Attachment Theory holds significant relevance to the current study, as it can be directly applied to the key indicators of the independent variable (I.V), which include parental involvement, psychological consequences of family disintegration, availability of educational resources, and parental involvement in discipline. Attachment theory underscores the importance of secure emotional bonds between parents or caregivers and children. In the context of the study, understanding attachment theory may guide educators and parents in fostering and maintaining strong parent-child relationships even in the face of family disintegration. Strategies that emphasize emotional safety and trust, as promoted by attachment theory, may be employed to encourage active parental involvement in their children's education.

Attachment theory also provides insights into the psychological consequences of family disintegration on learners. It acknowledges that disruptions in familial bonds may lead to emotional distress and insecurity. Educators and counselors can utilize attachment principles to identify and address these psychological challenges in students, offering appropriate support and interventions to mitigate the negative effects on academic performance.

Attachment theory emphasis on providing a secure and nurturing environment which can be extended to the provision of educational resources. Educators can draw from attachment principles to ensure that students have access to the necessary resources, both physical and emotional, to support their learning. This may include creating a classroom atmosphere that

promotes a sense of safety and belonging, as well as providing supplemental resources to address individual students' needs.

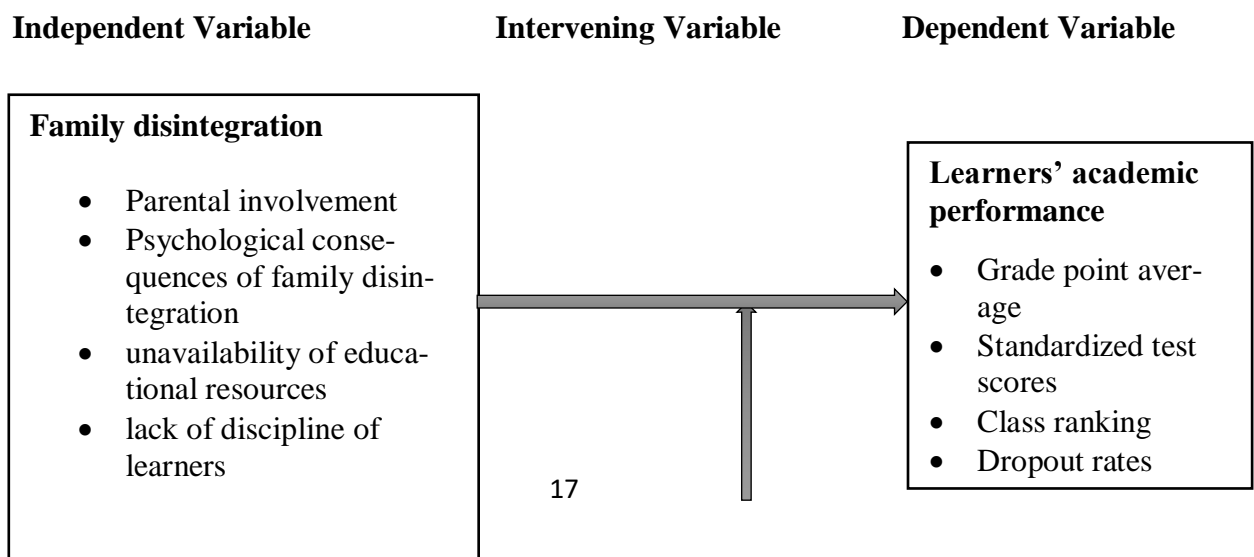
Attachment theory encourages consistent and supportive parenting practices. In the context of discipline, educators and parents may collaborate to ensure that disciplinary measures are applied in a manner that maintains a secure attachment between parents and students. This approach may lead to more effective discipline strategies that focus on nurturing positive behavior rather than punitive measures.

### 1.9 Conceptual Framework

According to Green (2014), a conceptual framework is a diagrammatic representation of variables or constructs used to map and guide the research process. This study conceptualizes that the independent variable is social- economic effects of family disintegration. The indicators of independent variable include parental involvement, psychological consequences of family disintegration, educational resources, and parental involvement in discipline. Learners’ academic performance is the dependent variable which is measured in terms of grade point average, standardized test scores, class ranking, and dropout rates as shown in Figure1.

**Figure 1**

*Conceptual Framework Showing Relationship between Variables of the Study*



- School support systems
- Government policy on school discipline
- Teacher Students Rate
- Availability of student counseling
- Access to extra curricula activities
- Supportive schools

Figure 1 shows the interaction of the dependent and independent variables. Family disintegration can have far-reaching consequences on individual emotional wellbeing, social relationship and overall family functioning. Family disintegration can include disparities in income and wealth, access to education and health care as well as social mobility. They often play a crucial role in shaping the life opportunities of individuals and can contribute to inequality or social advancement. Psychological consequences of family disintegration focus on the emotional and psychological effects experienced by learners as a result of family disintegration. It considers factors like anxiety, stress, and emotional distress that may impact their academic performance.

Parental involvement assesses the extent to which parents or caregivers are actively engaged in their children's educational journey. It includes activities such as attending parent-teacher meetings, helping with homework, and participating in school-related events. Availability of educational resources examines the accessibility of educational materials, facilities, and tools necessary for effective learning. It includes aspects like access to textbooks, technology, libraries, and other learning resources. Parental involvement in discipline explores how parents or caregivers are involved in setting disciplinary boundaries and consequences for their children's behavior. It assesses whether discipline is consistent and supportive or punitive.

The dependent variable in this study, which is "Learner's Academic Performance", serves as the central focus that establishes the critical link between the independent variable (IV) and the ultimate outcomes of the research. It represents the collective measure of learners' achievements, encompassing factors such as Grade Point Average (GPA), standardized test scores, class ranking, and dropout rates. The connection between the dependent variable (DV) and independent variable (IV) lies in the premise that parental involvement, psychological consequences of family disintegration, availability of educational resources, and parental involvement in discipline are all factors that have the potential to significantly influence learners' academic performance. These indicators serve as the key determinants that shape the academic journey of learners, either by directly impacting their learning experiences or by mediating the influence of family disintegration through school support systems. Therefore, the dependent variable acts as the essential outcome that reveals the extent to which these indicators of independent variable collectively contribute to enhancing or inhibiting learner's academic performance in public secondary schools.

However, the relationship between independent and dependent variables may be affected by intervening variables such as; teacher-student ratio which measures the number of students assigned to each teacher in a school. It reflects the level of individualized attention and support that student receive in the classroom. Academic counseling assesses the availability of academic counseling services within the school. It includes guidance and support provided to students to help them make informed decisions about their educational pathways and address academic challenges. Extracurricular activities consider the availability and variety of extracurricular activities offered by the school. It encompasses clubs, sports, arts, and other non-academic activities that

contribute to students' overall development and engagement. Supportive school atmosphere evaluates the overall climate and culture of the school. It encompasses factors like positive teacher-student relationships, a sense of safety and belonging, and the promotion of respect and inclusivity within the school environment.

### **1.10 Operational Definition of Key Terms**

**Academic Performance:** This refers to the achievement students measured in terms of grade point average, standardized test scores, class ranking and dropout rates.

**Educational resources:** This includes a wide array of materials, tools, facilities, and support mechanisms essential for effective teaching and learning, contributing to the academic and personal development of learners.

**Family disintegration:** This refers to the breakdown or deterioration of a family unit, often characterized by a breakdown in communication, trust, and cohesion among its members.

**Parental involvement:** This refers to the active engagement and support of parents or guardians in their child's education and overall development, including various actions that contribute to a child's growth academically and socially.

**Psychological consequences of family disintegration:** This encompasses the emotional and mental effects experienced, particularly by children and adolescents, due to the changes and challenges associated with family breakdown.

**Public Secondary Schools:** This refers to government-funded secondary schools that are open to all students in the community.

**Social-economic effects:** This refers to the impact on both social and economic aspects of individuals and communities when families break down or experience significant disruptions.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter reviews literature according to the objectives of the study globally, regionally and locally which includes; parental involvement on learners from disintegrated families and academic performance, psychological and emotional effects of family disintegration and academic performance, unavailability of educational resources on learners from disintegrated families and academic performance and lack of discipline of learners from disintegrated families and academic performance. It finally gives a summary of the literature review and research gaps.

#### **2.2 Parental Involvement on Performance of Learners from Disintegrated Families**

Parental involvement in a child's education is widely recognized as a crucial factor that can significantly impact a student's performance and overall academic success. Countries around the world acknowledge the importance of creating a partnership between parents, teachers, and schools to support the learning and development of students. In Canada, Miller (2014) conducted a study about parental involvement and academic outcomes in disintegrated families. This investigation employed a mixed-methods approach, incorporating surveys and interviews with a substantial sample of 500 participants. The findings revealed a distinct and positive correlation between parental involvement and the academic performance of Canadian students from disintegrated families. Building upon Miller's (2014) foundational work, the current study sought to expand upon these findings, highlighting the pivotal role of non-custodial parents. The current

study sought to achieve this through a more localized examination, delving into parental involvement among learners from disintegrated families and its impact on their academic performance in Mombasa County.

In Malaysia, Abdullah (2016) conducted a study on the impact of parental involvement on academic achievement of students from disintegrated families. The research employed a quantitative approach with a sample of 300 students. Results revealed a robust and affirmative correlation between parental involvement and the academic performance of Malaysian students from disintegrated families. While the study by Abdullah shares similarities with the current study, it differs in its adoption of a quantitative approach, lacking the data collection aspects possible through a qualitative approach. Furthermore, it focused on parental involvement among learners from disintegrated families and its effects on academic performance in Malaysia. In contrast, the study sought to employ both quantitative and qualitative approaches, providing a more comprehensive understanding of parental involvement among learners from disintegrated families and its effects on their academic performance in public secondary schools in Mombasa County.

In the United States, Smith (2017) conducted research on parental involvement and academic outcomes of children in disintegrated families. The study employed a longitudinal research design, tracking 1,000 students over an extended five-year period. Results revealed that sustained parental involvement significantly contributed to the academic achievements of students in the United States, leading to higher graduation rates and improved standardized test scores. However, the study solely utilized a quantitative approach and was conducted in the context of the United States of America over a five-year observation period. In contrast, the study incorporated both qualitative and quantitative approaches and collected data from a larger

sample within the Kenyan context. Thus, the study sought to investigate the socio- economic effects of family disintegration on learner's academic performance in public secondary schools in Mombasa County, Kenya.

In Australia, Turner (2018) did a study on parental involvement in Australian disintegrated families and its influence on academic performance. This research employed a qualitative approach, featuring in-depth interviews with 50 students and parents. Results revealed that parental involvement had a significant positive impact on the academic performance of students in disintegrated families in Australia, particularly emphasizing effective communication and emotional support from parents. Turner's work illuminated an essential facet of parental involvement and effectively clarified on the role of parental involvement on learners from disintegrated families and its effects on their academic performance. However, the focus of this study did not incorporate the quantitative approach which would have given the findings a broader perspective. The current study sought to employ both qualitative and quantitative approach in a Kenyan context by examining the role of parental involvement on learners from disintegrated families and its effects on their academic performance in public secondary schools in Mombasa County.

In Nigeria, Adekunle (2015) carried out a study on parental involvement on learners from disintegrated families and its effects on academic performance aimed to investigate the relationship between parental involvement and academic performance among students from disintegrated families. The researcher employed a mixed-methods approach, engaging 600 participants through surveys and interviews. The research discovered that active parental involvement was significantly associated with improved academic performance among Nigerian students from disintegrated families. This crucial finding significantly contributes significantly to

addressing the issues of parental involvement and its effects on learner's academic performance. However, the study only focused on quantitative approach to get its findings. The current study looked deeper into parental involvement on learners from disintegrated families and its effects on their academic performance by inclusion of both quantitative and qualitative analysis to unveil the underlying dynamics of parental involvement, offering a more holistic perspective in public secondary schools in Mombasa County.

In South Africa, Ndlovu (2016) conducted a study on parental involvement and academic performance in disintegrated families. The study aimed to explore how parental involvement impacts the academic performance of students from disintegrated families. The researcher employed a qualitative approach, conducting in-depth interviews with 50 students and parents. Results revealed that emotional support and effective communication from parents played a pivotal role in enhancing the academic performance of South African students from disintegrated families. However, Ndlovu's study applied only qualitative approach, the current study sought to expound on his study by incorporating a mixed approach method in a Kenyan context so as to reveal the role parental involvement on learners from disintegrated families and its effects on their academic performance within a context of public secondary schools in Mombasa County.

In Tanzania, Juma (2017) carried out a study on the influence of parental involvement on academic performance in disintegrated families. The researcher employed a mixed-methods approach, engaging 500 participants through surveys and interviews. Results revealed a substantial positive relationship between parental involvement and improved academic performance among Tanzanian students from disintegrated families. However, a gap exists in that there is need for an extended longitudinal study to comprehensively assess the long-term

effects of parental involvement. The research was carried out in a Tanzanian context and thus may have had a different view based on the findings. However, carrying out a study in a Kenyan perspective may help the current study gain more insights. Hence the need for study on socio-economic effects of family disintegration on learner's academic performance in public secondary schools in Mombasa County, Kenya.

In Rwanda, Uwamahoro (2019) conducted a study on parental involvement and academic outcomes of students from disintegrated families. The study adopted a quantitative approach with 300 students. The results showed a significant positive association between parental involvement and academic performance. Results unveiled a notable positive association between parental involvement and enhanced academic performance among Rwandan students facing family disintegration. However, the study could have been strengthened by exploring potential regional variations in Rwanda. Additionally, the study focused only on quantitative approach hence the application of both qualitative and quantitative approach in a Kenyan perspective is likely to give more insights on the role of parental involvement on learners from disintegrated families and its effects on their academic performance in public secondary schools in Mombasa County.

In Kenya a study by Maina (2018) on the role of parental involvement in the academic performance of learners from disintegrated families was conducted and aimed at investigating the impact of parental involvement on the academic performance of Kenyan students in disintegrated families. The study utilized a qualitative approach, conducting in-depth interviews with 60 students and parents. Results revealed that parental support, played a pivotal role in enhancing the academic performance of Kenyan students from disintegrated families. A potential improvement could involve a larger sample size and inclusion of a mixed approach method for

more robust insights. The current study sought to get a more informed results regarding parental involvement on learners from disintegrated families and its effects on their academic performance in public secondary schools in Mombasa County.

In Kenya, Njoroge (2017) carried out a different study on parental engagement and student achievement in disintegrated families: A Kenyan Perspective. The primary objective of the study was to investigate the relationship between parental involvement and the academic performance of students from disintegrated families. The researcher employed a quantitative research approach, involving a sample of 400 students representing different regions across Kenya. Results showed a robust positive relationship between parental involvement and enhanced academic performance among Kenyan students from disintegrated families. This finding emphasizes the pivotal role played by engaged parents in fostering educational success. However, a noteworthy gap exists in the study's limitation in not incorporating qualitative components, which could have provided richer insights into the underlying dynamics of parental involvement in which the current study put into consideration for more insights regarding parental involvement on learners from disintegrated families and academic performance.

Additionally, a study was conducted in Kenya by Nyambura (2020) on: the impact of parental involvement on educational outcomes of children in disintegrated families; adopted a mixed-methods approach, blending surveys with in-depth interviews, involving a diverse sample of 300 students and their parents. The outcome brought to light the significant positive impact of parental involvement on the educational outcomes of Kenyan children from disintegrated families. The results underscored the importance of parents actively engaging in their children's education and providing the necessary emotional support. However, carrying out a study in a context of Mombasa County in both urban and rural area as anticipated by the current study gave

more insights in regarding to parental involvement on learners from disintegrated families and its effects on their academic performance.

### **2.3 Psychological Effects of Family Disintegration on Learners' Academic Performance**

Scholars across the globe have acknowledged that family disintegration can significantly impact academic performance, as students may experience increased stress, anxiety, and reduced motivation. This can lead to a decline in self-esteem and disrupted relationships, affecting academic engagement and achievement. In line with this understanding, Johnson (2018) conducted a study in the USA about the impact of family disintegration on American students' academic performance. The study employed a longitudinal research design involving 500 participants and utilized a qualitative approach. Findings from Johnson's (2018) revealed that students from disintegrated families often experienced heightened levels of stress and anxiety, which had a negative impact on their academic performance. While the researchers study provides valuable evidence of the correlation between family disintegration and emotional distress affecting academic performance, it is limited in establishing causation. The current research utilized longitudinal designs to more robustly investigate the causal pathways. While the existing literature primarily focuses on the negative effects of family disintegration, the current study sought to specifically explore the psychological and emotional effects of family disintegration on learners' academic performance in public secondary schools in Mombasa County.

In Turkey, Yılmaz (2020) examined the effects of family disintegration on Turkish students' psychological well-being and academic performance. The research involved 400 respondents and utilized a quantitative approach, primarily aiming to determine if family disintegration had a significant impact on students' self-esteem and emotional well-being.

Turkish students from disintegrated families reported feelings of isolation and lower self-confidence, which hindered their academic performance.

Findings from the researcher indicated that family disintegration had a significant impact on students' self-esteem and emotional well-being. Turkish students from disintegrated families reported feelings of isolation and lower self-confidence, which negatively affected their academic performance. Yılmaz's research sheds light on the emotional well-being of Turkish students in the context of family disintegration. However, the study does not extensively explore potential cultural or societal factors contributing to these emotional struggles. There is a gap in the literature concerning the psychological and emotional effects of family disintegration on learner's academic performance in public schools. Hence, the current study, with the aid of a mixed-method approach, sought more insights regarding the psychological and emotional effects of family disintegration on learner's academic performance, focusing on Mombasa County.

In Malaysia, a study by Abdullah (2019) on the impact of family breakdown on Malaysian students' academic success examined the psychological and academic consequences of family disintegration among Malaysian students. With a sample size of 250 participants, guided by quantitative approach seeking to see if those experiencing family breakdown often faced emotional challenges, including feelings of insecurity and anxiety, which adversely affected their academic performance. The findings revealed that students experiencing family breakdown often encountered emotional challenges, including feelings of insecurity and anxiety. These emotional struggles had adverse effects on their academic performance. The researchers study highlights the emotional challenges faced by Malaysian students from disintegrated families: however, it does not probe into the specific factors contributing to these emotional struggles. The current research with this understanding, sought to apply mixed approach methods

to analyze the Psychological and emotional effects of family disintegration on learner's academic performance in Kenyan context with a case of Mombasa County.

In Ghana, Ansah (2020) conducted a study titled psychological and academic impact of family disintegration on Ghanaian students. With a sample of 300 participants, this research aimed to explore whether family breakdown often manifested symptoms of depression and anxiety and whether it affected students' concentration and motivation for learning. The study highlighted the importance of schools providing emotional support and counseling services to assist students in coping with the psychological challenges associated with family disintegration.

Findings from Ansah's (2020) research indicate that students facing family breakdown often exhibit symptoms of depression and anxiety. These emotional struggles significantly impact their concentration and motivation for learning. Ansah's study offers valuable insights into the emotional challenges experienced by Ghanaian students from disintegrated families. However, it relies predominantly on self-report measures, which may be susceptible to response biases. The current research aimed to build upon this study by investigating the psychological and emotional effects of family disintegration on learner's academic performance in a Kenyan context within public secondary schools in Mombasa County.

In South Africa, Dlamini (2017) conducted a study titled emotional effects of family disintegration on South African students' academic performance. The study employed qualitative interviews with 50 participants to understand the frequency with which children struggled with emotional distress, including feelings of sadness and anger. These emotional challenges significantly interfered with their concentration and overall academic success. The researchers study underscored the importance of providing emotional support and counseling services within the South African educational system to address these challenges (Dlamini, 2017).

Findings from Dlamini's (2017) study in South Africa demonstrated that South African students often experienced emotional distress, including feelings of sadness and anger. These emotional challenges significantly interfered with their concentration and overall academic success. While the study provides valuable insights into the emotional challenges faced by South African students from disintegrated families, it lacks a comprehensive exploration due to the absence of a quantitative approach. Therefore, the current study aimed to build upon Dlamini's work by employing both qualitative and quantitative methods. This approach provided more advanced insights on the subject matter within a Kenyan perspective, specifically in Mombasa County, allowing for a deeper examination of the psychological and emotional effects of family disintegration on learner's academic performance.

In Ethiopia, a study led by Tekle (2018) titled psychological and emotional impact of family disintegration on Ethiopian students' academic performance explored the experiences of students from disintegrated families. Through surveys and interviews with 300 participants, the study sought to find out if students faced emotional challenges, such as feelings of abandonment and insecurity, which affected their motivation to excel academically with emphasis on the development of programs that focus on enhancing the emotional resilience of Ethiopian students experiencing family breakdown.

Findings from the research in Ethiopia revealed that students frequently encountered emotional challenges, such as feelings of abandonment and insecurity. These emotional struggles had a noticeable impact on their motivation to excel academically. The study sheds light on the emotional challenges experienced by Ethiopian students from disintegrated families. However, it does not extensively explore these challenges within the context of a culture that is as diverse as the Kenyan culture in Mombasa. Therefore, the current study sought to consider the complexities

and diversities in exploring the psychological and emotional effects of family disintegration on learner's academic performance in public secondary schools in Mombasa County.

In Kenya, a study conducted by Okongo (2021) explored the influence of psychological issues on students' academic performance in public secondary schools in Migori County, Kenya. The study was motivated by the growing concern regarding students' performance in examinations and the need to comprehend the underlying factors. The research encompassed a diverse set of respondents, including 56 principals, 56 Guidance and Counseling tutors, and 379 Form 3 students, making it a comprehensive and well-rounded investigation. Data collection involved a multifaceted approach, combining quantitative and qualitative methods. Questionnaires, interviews, document analysis, and focus group discussions were employed to extract information from the participants (Okongo, 2021).

Findings from the study revealed a significant revelation: psychological issues exerted a substantial impact on students' academic performance. Regression analysis indicated that these issues collectively accounted for 14.9% of the variability in student performance. Specifically, home-based issues contributed to 24.3% of the variation, while school-based psycho-social issues explained 17% of the variability in academic performance. Based on Okongo's (2021) study, it is evident that there is a scarcity of comprehensive longitudinal studies focusing on the psychological and emotional effects of family disintegration on learner's academic performance. Therefore, conducting a study based in public secondary schools in Mombasa County sought to fill this gap by providing extensive insights on the subject matter.

## **2.4 Unavailability of Educational Resources and the performance of learners from Disintegrated Families and Academic Performance**

The scarcity of educational resources is a pervasive issue, not confined solely to high-poverty areas but extending its grip to middle-class regions as well. Acquiring brand new laptops for every student remains a financial challenge for many schools, necessitating creative solutions from educators (Duncombe, 2017). These alternatives may involve turning to available textbooks or utilizing projectors to facilitate learning, albeit with certain constraints. Irrespective of the chosen approach, the insufficiency of resources in educational institutions significantly impedes both student learning and the effectiveness of teaching. More so, a considerable portion of students thrives when engaged in hands-on learning experiences.

In the United States, a study by Duncombe (2017) about availability of educational resources reveals that school districts grapple with the financial resources allocated for educational purposes. Typically, areas characterized by high poverty rates, especially families affected by divorce issues, witness the most acute resource deficiencies, often due to lower contributions to school taxes from the local community. Consequently, schools in these high-poverty areas find themselves in a constant struggle to secure the necessary resources. The repercussions of this resource scarcity extend to the students, who are deprived of the comprehensive education they rightfully deserve.

According to Duncombe (2017), these findings reveal that students from broken families perform worse on standardized tests and are more likely to be chronically absent during the school year, more likely to be held back in their grade, and less likely to graduate on-time. As highlighted by The Commonwealth Institute (2017), students in high-poverty schools do underscore the profound impact of resource limitations on learners from disintegrated families,

manifesting in lower academic performance, attendance issues, grade retention, and delayed graduation, all of which exacerbate the challenges faced by these students. However, the study focused on the profound impact of resource limitations on learners from disintegrated families, manifesting in lower academic performance, attendance issues, grade retention, and delayed graduation. Rooted in this view, the current study sought to conduct a close investigation of the unavailability of educational resources and opportunities on learners from disintegrated families and its influence on their academic performance, focusing on a Kenyan perspective in Mombasa County, to advance the insights of this study.

In Nigeria, a recent study conducted by Tunde (2022), on educational resources availability and utilization as determinants of students' academic performance in Southwest Nigeria, aimed to provide valuable insights for educational planners regarding the impact of educational resources on academic productivity in public secondary schools in the region. Using a descriptive research design of the *ex post facto* type, the study targeted academic staff and third-year students from six selected public Colleges of Education in Southwest Nigeria. The selection of these institutions involved purposive sampling, with three institutions chosen from both State and Federal Colleges of Education.

Tunde's (2022) findings revealed a positive and significant relationship between the availability of resources and students' academic performance in public Colleges of Education in Southwest Nigeria. Moreover, the research highlighted the vital role played by both human and material resources in influencing students' academic outcomes. The study emphasized the adverse impact of inadequate and unqualified teachers on student academic performance, underlining the importance of well-qualified educators for an effective educational system. These findings align with the current study, which aimed to investigate the unavailability of educational

resources and opportunities on learners from disintegrated families and its influence on their academic performance. However, Tunde's study solely applied a descriptive approach, which might have limited the data collection. The current study differed in that it employed both quantitative and qualitative approaches, focusing on the specific context of disintegrated families. Therefore, it is essential to investigate how the unavailability of educational resources and opportunities influences the academic performance of these learners. Hence, the study explored the influence of family disintegration on learners' academic performance in public secondary schools in Mombasa County, Kenya.

In Tanzania, a comprehensive study conducted by Tety (2016) on the role of instructional materials in academic performance in Community Secondary Schools in Rombo District aimed to shed light on the critical role of instructional materials in shaping the academic performance of students in community secondary schools. The focus was on understanding the utilization of quality instructional materials within classrooms. Tety (2016) study adopted a cross-sectional survey design, encompassing all community secondary schools in Rombo District as the study population. Out of the 38 schools in the district, a representative sample of 5 schools was randomly selected for data collection. Within each chosen school, 5 teachers and 20 students provided insights through semi-structured questionnaires. Additionally, interviews were conducted with school heads and a secondary district education officer to gain a comprehensive perspective.

The findings of Tety's (2016) research revealed the pivotal role of instructional materials in influencing both teachers' and students' performance. A concerning revelation emerged a majority of community secondary schools in Rombo District faced shortages of essential teaching and learning materials. However, the study does not explore on the nature of

families these learners came from. Additionally, the study was conducted in Community Secondary Schools in Tanzania and cannot be generalized to a Kenyan context. Hence, the need for the current study that explored the influence of family disintegration on learner's academic performance in public secondary schools in Mombasa County, Kenya.

In Kenya, a study conducted by Adhiambo and Juma (2018) on the influence of instructional resources on academic performance in Mixed Day Secondary Schools in Kisumu East District, Kenya, employed a descriptive survey research design. The study targeted a diverse population, including 32 Head teachers, 32 Heads of examination departments, and 1045 Form Four students. To obtain a representative sample, a simple random sampling technique was employed, resulting in the selection of 10 head teachers, 10 heads of examination departments, and 348 students. Data collection involved the use of questionnaires and in-depth interviews. Qualitative data from the interviews underwent ongoing thematic analysis, while quantitative data from closed-ended questionnaire items were analyzed using descriptive statistics, including bar graphs, percentages, and frequencies.

The findings of Adhiambo and Juma's (2018) study revealed both positive and negative influences of instructional resources on the academic performance of students in mixed day secondary schools in Kisumu East District. This dynamic relationship between resources and performance offers valuable insights into the complexities of the educational environment.

However, the study by Adhiambo and Juma (2018) examined the influence of instructional resources on academic performance in mixed day secondary schools but failed to identify how the unavailability of educational resources and opportunities for learners from disintegrated families influence academic performance. The study sought to address this gap by

investigating the influence of family disintegration on learner's academic performance in public secondary schools in Mombasa County, Kenya.

## **2.5 Lack of Discipline of Learners from Disintegrated Families and Academic Performance**

Scholars recognize that discipline plays a pivotal role in human behavior and argue that an organization's effectiveness hinges on it for achieving its objectives (Ouma, Simatwa, & Serem, 2013). In the educational context, a disciplined student is one who aligns their actions, behaviors, and decisions with the established rules and regulations of the school (Isiaka & Salmon, 2014). However, discipline extends beyond mere rule adherence; it encompasses a learner's capacity to distinguish between right and wrong choices (Gitome, Katola, & Nyabwari, 2013). Widely accepted as crucial, discipline contributes to fostering a positive school environment conducive to strong academic performance (Masitsa, 2008). It stands as a fundamental prerequisite for effective teaching and learning in educational institutions, a matter of particular concern for educators (Eshetu, 2014).

In Indonesia, Satriawati, Rokhman, Saputra, Anggraini, and Abou-Samra (2023) conducted a study on the parenting of single parents in forming discipline for Ibtidaiyah Madrasah students. The researchers employed a qualitative research approach, focusing their investigation on a well-disciplined student raised by divorced parents to gain insights into the perspective of learner's academic performance. This research was inspired by the remarkable student discipline records that challenge the conventional belief that students with commendable discipline solely emerge from intact and harmonious family backgrounds (Satriawati, Rokhman, Saputra, Anggraini, & Abou-Samra, 2023).

The findings of this study revealed a multifaceted landscape. Firstly, it shows that single parents, despite the unique challenges they face, employ a distinctive blend of parenting styles,

encompassing elements of both authoritarian and authoritative parenting. This extensive approach plays a crucial role in refining discipline among their children. Furthermore, the study identifies a spectrum of causal factors contributing to the adoption of Single Parent Parenting Patterns. These factors are meticulously categorized into internal and external dimensions, shedding light on the intricate interplay between individual choices and external influences.

The study diverges from the current research by adopting a quantitative approach, emphasizing the impact of collaborative efforts between principals and teachers on students' academic performance. This distinction necessitates the current study, which sought to employ both qualitative and quantitative methods for data collection and analysis. This approach sought to facilitate the complementarity of each method.

In Cameroon, Fotoh (2021) conducted a study on single parenting and its effects on students' academic performance in Kumba III Municipality, Meme Division, Cameroon. The study employed a survey research design with a quantitative research approach and included a sample of 370 students thoughtfully selected from a total student population of 8,655 students spanning across four schools within the study's scope.

The study's findings uncovered a significant influence of single parenting on the academic performance of children. This influence was attributed to several factors, including the economic challenges faced by many single parents, resulting in the irregular payment of school fees, inadequate provision of school fees, marital violence, premarital pregnancy, poverty, divorce, the death of a spouse, and inconsistent access to food before and after school, all of which escalated the discipline level of the students who came from such families, thereby affecting their academic performance (Fotoh, 2021). However, a gap exists in the literature by Fotoh (2021) in that, although it focused on the aforementioned factors, it did not extensively

cover the state of disintegrated families, even though it had similarities with single parenting. This provides a background for the current study, which aims to further explore the lack of discipline among learners from disintegrated families and its influence on their academic performance in Mombasa County. Hence, the study sought to investigate the influence of family disintegration on learners' academic performance in public secondary schools in Mombasa County, Kenya.

In Rwanda, a study conducted by Abubakar (2018) investigated the pivotal role of discipline in shaping students' academic performance in secondary schools. The study aimed to assess the prevailing level of discipline among students from disintegrated families in Nyabihu District's secondary schools and establish the relationship between discipline and academic performance in Rwanda. To achieve this, the study employed both quantitative and qualitative research methods, collecting primary data through the administration of questionnaires and interviews with a sample size of 380 respondents drawn from a target population of 7,600, utilizing Yamane's formula. The respondents included 245 students, 10 teachers, 4 administrators, and 121 parents.

The findings of Abubakar's (2018) study revealed a significant link between discipline and academic performance among learners from disintegrated families. Notably, there was a negative correlation between students' adherence to school rules and regulations and their academic performance. Punctuality also exhibited a negative correlation with academic performance, suggesting that a lack of effective enforcement of rules led to a decline in discipline and, consequently, a decline in academic performance. While Abubakar's study has a close link with the current study, it did not take place in a Kenyan perspective. Thus, there are chances that the experience of Rwanda is somewhat different from that of Kenya. The current

study sought to bridge this identified gap by exploring how the lack of discipline among learners from disintegrated families influences their academic performance. Hence, the current study investigated the influence of family disintegration on learners' academic performance in public secondary schools in Mombasa County, Kenya.

In Kenya, Obiero (2018) conducted a study on the influence of selected parenting styles on students' discipline in public secondary schools in Nairobi County, Kenya. The target population for the study consisted of 46,858 students, from which a sample of 381 was drawn using Krejcie and Morgan Table (1970). The final sample comprised 146 students from boys' boarding schools, 138 students from girls' boarding schools, and 95 students from mixed day schools.

The study revealed a direct correlation between parenting styles and learners' discipline. It found that the democratic parenting style, characterized by open communication and supportive relationships, was positively linked to higher levels of student discipline. Conversely, the authoritarian parenting style, often a result of family disintegration, exhibited controlling tendencies and had a negative correlation with discipline (Obiero, 2018). However, Obiero's study did not extensively focus on the lack of discipline among learners from disintegrated families and its influence on their academic performance. This provides an opportunity for the current study to delve deeper into the influence of family disintegration on learners' academic performance in public secondary schools in Mombasa County, Kenya.

In another study conducted in Kenya by Ngangi, Mwanja, and Cheloti (2023) on the influence of single-family type on students' academic performance in public secondary schools in Kenya. A mixed-method approach was employed. The study selected a sample of 102 teachers using a stratified random sampling technique with proportional allocation per school.

Additionally, a sample of 348 students was derived using Yamane's (1967) formula. In total, 498 respondents participated in the study.

The findings of this study by Ngangi, Mwanja, and Cheloti (2023) revealed a weak correlation between the single-parent family type and students' academic performance. However, the findings did link single parenting with cases of indiscipline, especially in places where the learners came from very authoritative disintegrated families. Although their study offers valuable insights into discipline, a gap exists in their study as it solely focused on investigating the influence of single-family type on students' academic performance. The current study aims to provide a more comprehensive focus on the lack of discipline among learners from disintegrated families. Hence, the study sought to explore the influence of family disintegration on learners' academic performance in public secondary schools in Mombasa County, Kenya.

## **2.6 Summary of Literature Review and Research Gaps**

In summary, the review of related literature highlights several research gaps. Some studies reviewed have geographical gaps as they were conducted in different countries with distinct settings compared to Kenya. Methodology gaps are also apparent, with many studies primarily employing a single qualitative approach. Additionally, theoretical gaps exist, as some studies used different theories or lacked a theoretical framework altogether. Some of the reviewed studies revealed knowledge gaps as they did not look at the variables investigated in this study.

From the reviewed literature, it is clear that there is limited research on parental involvement in learners from disintegrated families and its effects on their academic performance. Across various countries, research has explored this theme using both qualitative and quantitative methodologies. Notable findings consistently indicate a positive correlation

between parental involvement and academic achievement among students facing family disintegration. This relationship underscores the pivotal role played by engaged parents, particularly in terms of effective communication and emotional support, in fostering educational success. These studies collectively contribute to bridging literature gaps in their respective contexts, emphasizing the multifaceted significance of parental engagement in diverse educational landscapes (Uwamahoro, 2019; Maina, 2018; Nyambura, 2020).

Studies reviewed on the psychological and emotional effects of family disintegration on learner's academic performance mainly used qualitative methods, with a few employing mixed methods. Those using mixed methods were conducted in different contexts, not in Kenya. In addition, most of the studies lacked a theoretical grounding for their research. The reviewed literature on the findings highlighted the detrimental impact of family disintegration on learner's psychological well-being, leading to increased stress and anxiety levels. These psychological effects were intricately linked to a decline in academic performance, emphasizing the close relationship between emotional well-being and educational outcomes. To address these gaps, the study sought to focus on the psychological and emotional effects of family disintegration on learner's academic performance in public secondary schools in Mombasa County.

The influence of the unavailability of educational resources and opportunities on learners from disintegrated families and its impact on their academic performance has been the subject of prior research (Duncombe, 2017; Tunde, 2022; Adhiambo & Juma, 2018). These studies emphasize the significance of educational resources in shaping academic outcomes. While they touch upon various aspects of resource availability and utilization, the current study aimed to delve deeper into the specific influence of family disintegration on learner's access to and utilization of educational resources. By focusing on the influence of family disintegration on

academic performance in public secondary schools in Mombasa County, Kenya, this research seeks to bridge the gap in understanding how family dynamics intersect with educational resource constraints, potentially shedding light on unique challenges faced by learners from disintegrated families in pursuit of academic success.

Reviewed studies have shown that discipline is essential for successful teaching and learning and remains a concern for educators. In Indonesia, Satriawati, Rokhman, Saputra, Anggraini, and Abou-Samra's (2023) study challenges the conventional belief that commendable discipline solely emerges from harmonious family backgrounds, revealing that single parents employ diverse parenting styles that contribute to their children's discipline. In Cameroon, Fotoh's (2021) study found that single parenting significantly influences children's academic performance, with economic challenges and a lack of discipline affecting students from such families. Abubakar's (2018) study in Rwanda uncovered a significant link between discipline and academic performance, emphasizing the need for effective enforcement of school rules. In Kenya, Obiero's (2018) research indicated a correlation between parenting styles and learner discipline, while Ngangi, Mwanja, and Cheloti's (2023) study revealed a weak link between single-parent family types and academic performance, highlighting the role of family structure in discipline and academic outcomes. However, gaps in these studies call for further exploration of the influence of the lack of discipline on learners from disintegrated families and its impact on academic performance, particularly in public secondary schools in Mombasa County, Kenya.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This chapter outlines the research design and methodology that was used during the planned study. It discusses the research design, location of the study, target population, sampling techniques, data collection instruments, validity and reliability, credibility and dependability of qualitative instrument, analysis procedures and ethical considerations.

#### **3.2 Research Design**

Asenahabi (2019) defines a research design as a strategic plan that connects the conceptual research issue with the feasible empirical research. Similarly, Kothari (2004) asserts that research design serves as a blueprint for data collection, measurement, and analysis. In this study, a mixed-method research approach was employed. The utilization of both quantitative and qualitative methodologies offered a more comprehensive understanding of the research problem and research questions compared to employing a single approach (Cresswell, 2012).

To be specific, the research adopted a convergent parallel mixed-methods design. This design allowed for the simultaneous collection of quantitative and qualitative data within a single phase. In the convergent parallel mixed-methods design, the researcher collects both types of data concurrently, conducts separate analyses for each, and then integrates the results to assess similarities or discrepancies (Cresswell & Pablo, 2011). This design was chosen because it facilitates triangulation of the two methods by comparing quantitative and qualitative findings while also enabling a comprehensive examination of the research problem (Demir & Pismek, 2018).

### **3.3 Location of the Study**

The study was carried out in Mombasa County. The county is situated in the south eastern part of the former Coast Province. It borders Kilifi County to the north, Kwale County to the south west and the Indian Ocean to the east. Administratively, the county is divided into seven divisions, eighteen locations and thirty sub-locations. Despite its modest land size of approximately 219.6 square kilometers, Mombasa County boasts a substantial population and economic vitality, owing to its strategic coastal position that fosters trade and tourism. In terms of school, the county hosts a number of education institutions including public secondary schools. The decision to focus on Mombasa County was driven by a rising number of reports pointing to subpar academic performance among students (Mombasa County MOE, 2021), which appears to stem from effects linked to family disintegration, significantly influencing the educational outcomes of learners from such backgrounds.

### **3.4 Target Population**

Target population according to Kombo and Tromp (2018) is the large group from which the sample is taken. Creswell and Creswell (2018) defined target population as a group of individuals who share common characteristics within their natural setting. The current study focused on a total of 33 public secondary schools, 33 principals, one Quality Assurance and Standards Officer (QASO), and 400 teachers from Mombasa County. Teachers play a crucial role in current research by virtue of their pivotal position in education, ensuring the effective academic performance of learners. Thus, their perspectives were of paramount importance for the study's outcomes. The involvement of Quality Assurance and Standards Officers (QASO) is crucial, as

they represent the government and play a supervisory role to ensure the effectiveness of principals and teachers, ultimately enhancing learners' academic performance. Therefore, their insights significantly contributed to the study.

### **3.5. Description of Sample and Sampling Procedures**

A sample size is a subset that is representative of the total population of the study (Ravikiran, 2023). According to Bhardwaj (2019), sampling is the process of selecting a subset of individuals or units from a larger population to participate in a study. The goal of sampling is to gather data from a representative sample that accurately reflects the characteristics of the entire population, allowing researchers to make inferences or generalizations about the population based on the sample data. Orodho (2009) points out that a technique for selecting the sample size should ensure that anything that is true about the sample is applicable to the entire population.

This study employed both probability and non-probability sampling techniques for quantitative and qualitative approaches. Probability sampling included the use of simple random sampling techniques to select public secondary schools and stratified and simple Random sampling to select teachers. Non-probability sampling included the use of purposive sampling to include principals from the selected public secondary schools. Purposive sampling was used to include the QASO in the study.

#### **3.5.1 Sampling of Schools**

Mombasa County comprises 33 public secondary schools (Mombasa County MOE, 2023). This study employed cluster and systematic random sampling to select the schools that were included in the study. The researcher obtained a list of public secondary schools from the Mombasa County Education Office, consisting of the 33 public secondary schools. These

schools were categorized into Boy schools, Girl schools and mixed secondary schools. The researcher utilized the three sets of lists to systematically select every third school from each category until a total of 11 schools are chosen, representing 33.3% of the targeted schools. This sample size was deemed appropriate, aligning with the recommendation of Mugenda and Mugenda (2018) which states that when the research population is smaller than 10,000, a sample size of between 10 and 30 percent is a suitable representation of the target population, and thus 10 percent is acceptable for analysis.

### **3.5.2 Sampling of Principals**

The study employed purposive sampling to encompass all 11 principals from the selected 11 public secondary schools. The selection of principals was justified by the argument that they serve as the school administrators responsible for the day-to-day operations, ensuring the effective performance of learners. Consequently, their inclusion was crucial for obtaining valuable information for this study

### **3.5.3 Sampling of Teachers**

In the chosen schools, teachers were first stratified based on gender that is male and females. Subsequently, a simple random sampling technique was employed to select teachers from each stratum. Therefore, the researcher used simple random sampling to select 220 teachers from the total pool of 400. The 220 selected teachers were distributed proportionately among the 11 selected schools, constituting 55% of the total sample size. During the sampling process, the study determined the sample size by multiplying 10% of the total number of teachers in each category per school. This approach aligns with Mugenda and Mugenda's (2018) argument that, in descriptive research, a sample size ranging from 10% to 50% is deemed acceptable.

In the final selection, the researcher used scorecards with the words "Yes" and "No" to conduct simple random sampling. The score cards were placed in a box for teachers to choose from at random. The teachers who choose "Yes" were considered to take part in the study. Teachers considered because of their important role in teaching and ensuring effective performance of learners.

### 3.5.4 Sampling of the Quality Assurance and Standards Officer

This study used purposive sampling to include the Quality Assurance and Standards Officer (QASO). The inclusion of the QASO was important because they are responsible for ensuring that schools adhere to established standards and guidelines. Quality assurance officers are also likely to be aware of challenges and issues within the education system. Their input may help identify systemic problems that may be affecting learner performance.

**Table 1**

*Sampling Technique, Target population, and Sample Size*

Category	Sampling Technique	Target Population	Sample size	Percentage (%)
Principals	Purposive Sampling	33	11	33
Teachers	Stratified and Simple Random sampling	400	220	55
QASO	Purposive Sampling	1	1	100

### 3.6 Description of Research Instruments

As stated by Cresswell (2012), a research instrument serves as a means to observe, gauge, and record research data. Data collection in this study involved the use of both

questionnaires and interview guides. Questionnaires are advantageous for gathering substantial volumes of data, and their results tend to be more reliable and less influenced by researcher bias (Kothari, 2004). On the other hand, interviews provide valuable insights and enable respondents to furnish comprehensive accounts of their individual experiences, as highlighted by Cresswell (2012). Interviews also grant interviewers the opportunity to seek further elucidation through the use of probing questions.

### **3.6.1 Questionnaire for Teachers**

Questionnaires containing both closed ended and open-ended items was used to collect data from the teachers. The questionnaire was divided into 5 parts; A, B, C, D and E. Part A included demographic information which included gender, teaching experience and level of education. Data for each research objective was collected in part B, C, D and E as follows: Part B: Parental involvement on learners from disintegrated families and academic performance; Part C: The psychological and emotional effects of family disintegration and learner's academic performance; Part D: Unavailability of educational resources and opportunities on learners from disintegrated families and academic performance and Part E: Lack of discipline of learners from disintegrated families and academic performance.

### **3.6.2 In-depth Interview Guide for Principals and the QASO**

Interview guide with semi-structured questions was used to collect data from the principals. This allowed the researcher to collect comprehensive data through face-to-face interaction and further probing. The interview guide had 5 parts; A, B, C, D, and E. Part A was on demographic information which included gender, years of experience as principal and academic experience. Data was collected in part B, C, D, and E according to the research questions as follows: Part B: Parental involvement on learners from disintegrated families and

academic performance; Part C: The psychological and emotional effects of family disintegration and learner's academic performance; Part D: Unavailability of educational resources and opportunities on learners from disintegrated families and academic performance and Part E: Lack of discipline of learners from disintegrated families and academic performance.

### **3.7 Validity of the Research Instruments**

Validity pertains to the degree to which an instrument accurately measures its intended aspects. Sangosen, Hellman, and Hill (2013) differentiate between two facets of validity: face validity, which concerns the clarity, brevity, and comprehensiveness of a research instrument, and content validity, which relates to the extent to which the items within the instrument are connected to the subject matter and align with the test's objectives. To establish content validity, the judgment of an expert possessing substantial expertise and mastery in the subject under investigation was sought. The insights of these experts were employed to refine the instrument's items. In this regard, the study engaged supervisors and authorities with a profound understanding of leadership and administration from Catholic University of East Africa and Tangaza University.

### **3.8 Pilot Testing of Research Instruments**

Creswell (2018) defined pilot testing as the process of conducting a preliminary survey to determine the challenges that respondents face when responding to the items. The research instruments for this study went through a pilot test in two public secondary schools that were not included in the final study. The primary objective of the pilot testing was to identify any potential issues that respondents could encounter and rectify any errors within the items. In line with the recommendation by Mugenda and Mugenda (2012), a sample size of one to ten percent of the target population is considered sufficient for the pilot study. Consequently, the pilot study

encompassed two public secondary schools, which equates to ten percent of the sample size. This phase involved the participation of two principals and seven teachers selected from the two schools which were not included in the final study.

### **3.9 Reliability of the Study Instruments**

Reliability, as defined by Mugenda and Mugenda (2003), signifies the consistency exhibited by a research instrument, playing a vital role in identifying any ambiguities or inadequacies within its items. The reliability of the instruments was determined through Cronbach's alpha test, generated by the Statistical Package for Social Sciences (SPSS). Cronbach's alpha was useful to evaluate the consistency and reliability of multiple items within the same measurement instrument, ensuring that all items within a questionnaire or scale are measuring the same underlying construct. It was employed to gauge internal consistency and assess if the items are interrelated, providing a measure of the instrument's reliability. Notably, Cronbach's alpha yields values between zero and one. As outlined by Sürücü and Maslakçı (2020), a value of zero signifies no correlation between the measurements, a value of one indicates a perfect correlation, and a value of 0.7 or higher indicates a strong and therefore acceptable correlation. Thus, the current study realized a reliability coefficient of 0.706 which was considered appropriate.

### **3.10 Reliability of Qualitative Instrument**

The term trustworthiness or the rigor of a research study, as defined by Connelly (2016), refers to the degree of confidence one has in data interpretation and the methods employed to ensure the quality of the research. Trustworthiness, according to Gunawan (2015), is evaluated in terms of four key dimensions: credibility, dependability, transferability, and confirmability. Credibility pertains to how participants perceive the researcher's portrayal of their

thoughts, emotions, and actions. Dependability relates to the stability and consistency of data over time. Confirmability involves the accurate representation and interpretation of information provided by participants without the researcher's interference, as noted by Elo et al. (2014). Lastly, transferability considers the extent to which findings from one study can be applicable to different contexts, determined by those seeking to compare their research (Connelly, 2016; Shenton, 2004).

In this study, one method for ensuring the trustworthiness of the data was triangulation, as advocated by Stahl and James King (2020). Triangulation involves the use of multiple data sources from the field to identify discernible patterns. Additionally, member checking was employed, which entailed seeking validation of the researcher's explanations from supervisors and experts. Furthermore, the report was returned to the participants for confirmation of the accuracy of the findings.

### **3.11 Description of Data Collection Procedures**

The researcher ensured that all necessary documents were secured before commencing the data collection process. These prerequisites encompass obtaining a clearance letter from Tangaza University College and acquiring a signed research proposal, which served as the basis for applying for a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). This permit was subsequently employed to seek authorization from the Mombasa County Director of Education, granting permission for data collection within the public secondary schools situated in the county. The researcher communicated the study's intent to the County Director of Education.

Preceding the distribution of questionnaires, the study made preliminary visits to the selected schools to notify the principals of the forthcoming study. Additionally, the researcher

acquainted both the teachers and the principal with the research's objectives and seek their consent through a formal consent form. Subsequently, the researcher had to oversee the completion of the questionnaires by the teachers and proceed with conducting interviews with the principals.

### **3.12 Description of Data Analysis Procedures**

The process of organizing, structuring, and assigning significance to the amassed information is known as data analysis, as articulated by Mugenda and Mugenda (2013). As the present study adopted a mixed-method approach, the analytical procedures encompass both quantitative and qualitative data. In the examination of quantitative data, the researcher employed descriptive statistics, a set of techniques that encapsulate and elucidate the characteristics of a sample and facilitate the presentation of data for comprehensible interpretation (Conner, 2017). Fisher and Marshall (2009) posit that descriptive statistics encompass measures of central tendency, such as the mean, median, and mode, in addition to measures of dispersion, including variance. Specifically, the analysis entailed the utilization of frequency distributions and percentages, all generated through Statistical Package for Social Sciences (SPSS) version 25. The findings were conveyed through visual aids such as bar graphs, pie charts, and tables.

In the analysis of qualitative data collected from interviews and open-ended questions, a meticulous process was adhered to. The researcher ~~meticulously~~ reviewed the data to eliminate any ambiguities, followed by transcription, coding, and the systematic organization into themes and subthemes. The results were documented in the form of narratives and direct quotes, all framed within the context of the research questions.

### **3.13 Ethical Considerations**

In accordance with ethical considerations, the researcher initiated the process by obtaining a recommendation letter from the Department of Postgraduate Studies at Tangaza University. This letter was instrumental in facilitating the acquisition of a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). Subsequently, the researcher utilized this permit to formally request permission from the Mombasa County Director of Education, seeking authorization to conduct research within the public secondary schools situated in the region.

To maintain ethical standards, the researcher initiated communication with the school principals via email, notifying them about the upcoming study before the commencement of data collection from the participants. During these communications, participants were assured of their anonymity, confidentiality, privacy, and safety. Furthermore, they were treated with the utmost dignity and respect. The researcher provided a comprehensive explanation of the study's purpose, emphasizing that participation is entirely voluntary, and participants are free to withdraw at any point. Additionally, the researcher clarified how the gathered data was utilized, granting participants the opportunity to review and sign a consent form before proceeding with questionnaire completion.

In order to ensure the integrity of the research, the researcher rigorously upheld principles of data honesty, with a firm commitment to preventing falsification, fabrication, or data manipulation. Raw data was securely stored to safeguard against tampering or unauthorized access. Proper acknowledgment of both primary and secondary sources was diligently observed to prevent plagiarism, with adherence to the American Psychological Association (APA) format as the standard reference style.

## CHAPTER FOUR

### PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS

#### 4.1 Introduction

This chapter presents data analysis, interpretation and discussion of the study findings. The chapter is divided into sections, including the response rate of the study participants, demographic data, and the presentation, interpretation and discussion of the findings, which are done based on the objectives of the study.

#### 4.2 The Response Rate of the Study Participants

The researcher distributed research instruments to different study participants; questionnaires were distributed to teachers, which helped in the collection of quantitative data. Interview guides were used to collect qualitative data from the Quality Assurance and Standards Officer (QASO) and sampled principals of the schools that were selected for the study. Table 2 shows the response rates of the study participants.

**Table 2**

*The Response Rate of the Study Participants*

Participants	Sampled Participants	Actual Participants	Response Rate (%)
Teachers	220	212	96
Principals	11	10	91
QASO	1	1	100

In the process of collecting data, the researcher distributed 220 questionnaires to the teachers in public secondary schools in Mombasa County. Out of the 220 questionnaires that were distributed, 212 were duly completed and returned. This yielded a response rate of 96%,

which was considered adequate for data analysis. Regarding principals, 10 out of 11 were available for interviews, which yielded a response rate of 91%. The Quality Assurance and Standards Officer was available for interviews, which yielded a 100% response rate. According to Mugenda and Mugenda (2019), a response rate of 50% is adequate for data analysis and reporting; a rate of 60 percent is good; and a response rate of 70% or more is excellent. This shows that the response rates of 96%, 91%, and 100% for teachers, principals, and the Quality Assurance and Standards Officer, respectively, were excellent for data analysis and reporting. The high response rate was attributed to the researcher's effort to follow up and effectively explain the purpose of the study to the study participants. It must be acknowledged that, though there was a high response rate, some of the teachers did not return the questionnaires. Also, one of the principals was not available for interviews. The teachers who did not return the questionnaires reported to have misplaced them. The principal, who was not available for interviews, reported having had several meetings and having no time to be interviewed.

#### **4.3 Demographic Information of the Participants**

The study sought to find out the demographic information about the teachers, principals, and Quality Assurance and Standards Officer (QASO). Their information was presented in terms of gender, age, professional qualifications, and experience. The study wanted to establish if their characteristics of the participants influenced learners' academic performance in public secondary schools in Mombasa County.

##### **4.3.1 Distribution of Head teachers and Teachers by Gender**

The researcher sought to establish the gender of the participants to determine whether there was a difference between male and female participation in rating how family disintegration

influences learners' academic performance in public secondary schools in Mombasa County, Kenya. The findings are shown in Figure 2.

**Figure 1**

*Distribution of Head teachers and Teachers by Gender*

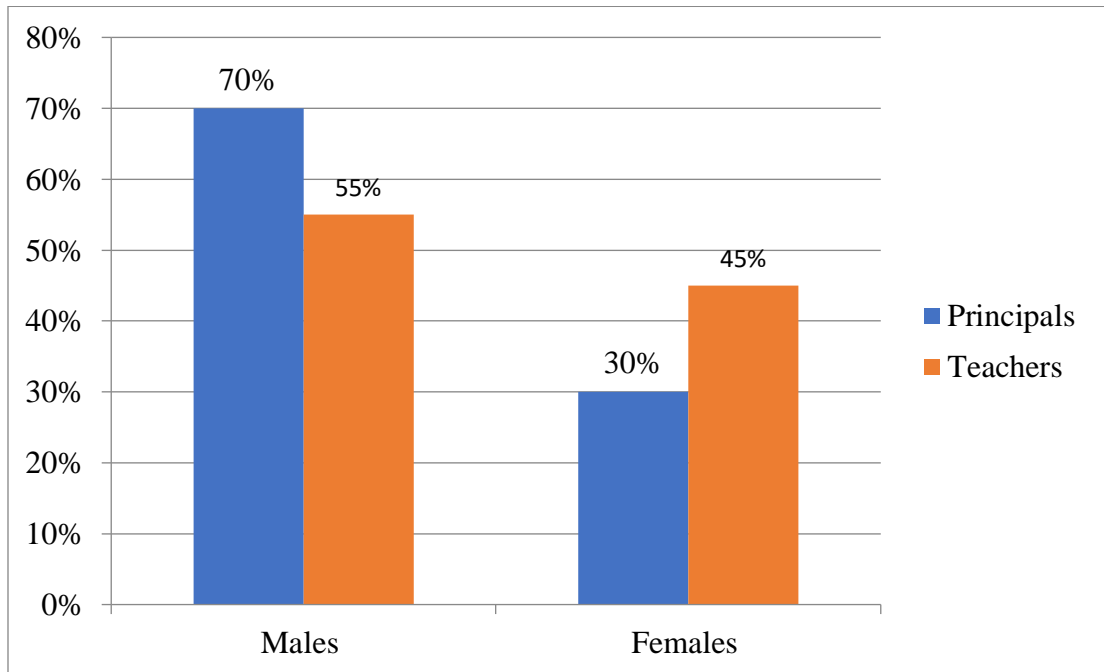


Figure 2 shows that 70% of the principals were male and 30% were female. Similarly, male teachers were more than female teachers, at 55% and 45%, respectively. This implies that although both genders are represented in public secondary schools in Mombasa County, male teachers and principals are more than female teachers and principals. This shows the issue of gender imbalance, which can affect the learners' academic performance in public secondary schools in Mombasa County.

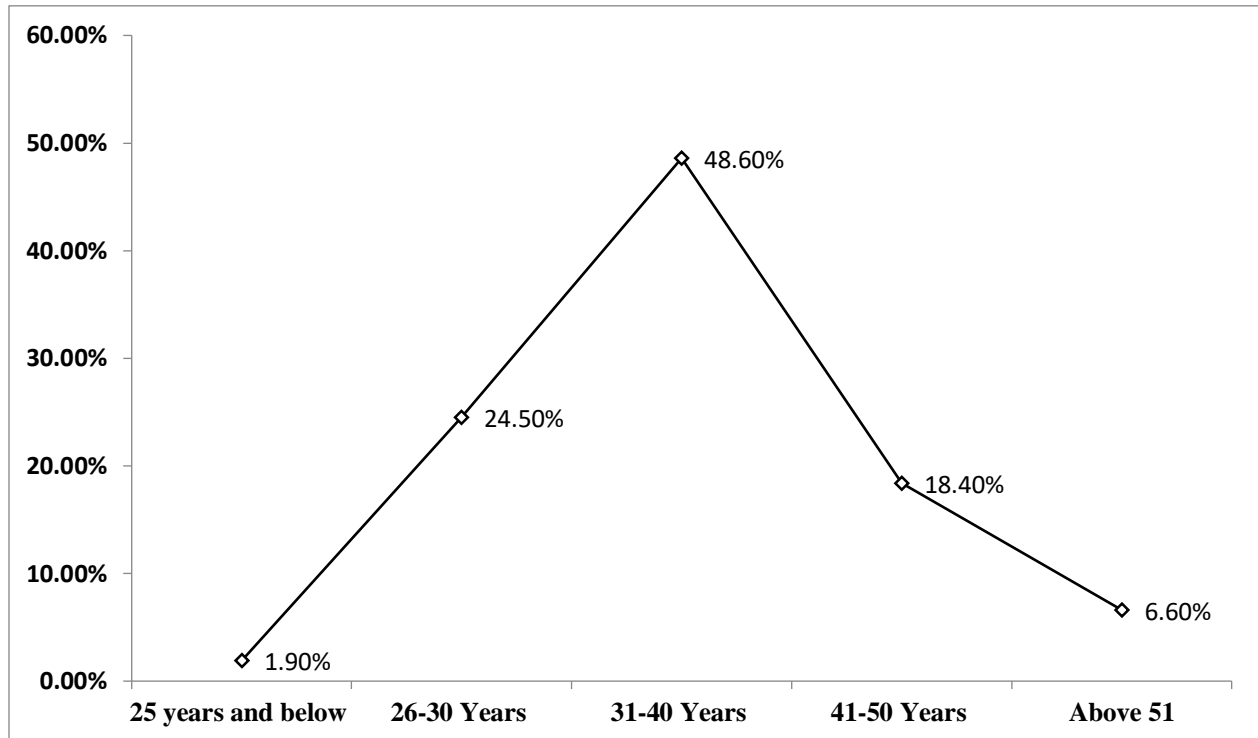
A predominantly male teaching staff might lack the diversity of perspectives and approaches that female teachers can offer, which might affect the emotional and psychological support provided to students, especially those from disintegrated families who may benefit from maternal guidance. This imbalance could exacerbate the challenges faced by students dealing with family issues, as the absence of female role models and mentors might limit the holistic support and empathy needed to address their unique emotional and academic needs, thereby impacting their overall performance in school. Hansen (2018) asserted that when teachers represent different genders, students can benefit from exposure to a broader range of ideas, problem-solving strategies, and worldviews, all of which are important for the effective learning and academic performance of learners.

#### **4.3.2 Distribution of the Teachers by Age**

The study aimed to determine the age ranges of teachers. This was done to determine whether age of the study participants had any bearing on their response towards the influence of family disintegration on learners' academic performance in public secondary schools in Mombasa County. Figure 3 shows the results.

**Figure 3**

*Distribution of the Teachers by Age*



The results in figure 3 show that the majority of the teachers (48.6%) were in the age bracket between 31–40 years of age. The finding that most teachers in public secondary school in Mombasa County are in the age range of 30–40 years suggests they are relatively young and potentially more adaptable and responsive to contemporary social issues affecting their students. These teachers are likely to have a better understanding of the challenges faced by learners, including those arising from family disintegration. Their youthfulness may enable them to employ innovative and empathetic teaching strategies, creating a supportive learning environment that

can help mitigate the negative impacts of family disintegration on students' academic performance.

Being closer in age to their students, young teachers may be more attuned to the cultural and social dynamics that influence their students' lives, allowing them to build stronger rapport and trust. This can make students feel more comfortable sharing their challenges, including those related to family disintegration. As noted by Yuan (2024) young teachers tend to have received more recent training on handling diverse classroom environments and addressing socio-emotional issues, equipping them with strategies to support students facing personal difficulties. By fostering a supportive and understanding classroom atmosphere, implementing flexible and individualized teaching approaches, and collaborating with counselors and parents, young teachers can significantly alleviate the academic and emotional impact of family disintegration on learners.

#### **4.3.3 Distribution of Principals and Teachers according to Academic Qualifications**

The researcher sought to find out the professional qualifications of the participating principals and teachers to determine whether they had the required qualifications that would enable them to effectively address and mitigate the impacts of family disintegration on learners' academic performance in public secondary schools in Mombasa County. By ensuring that educators possess the necessary academic credentials, training, and skills, the study aimed to assess their capability to recognize the signs of family disintegration, provide appropriate emotional and academic support, and implement interventions that could enhance the resilience and academic success of affected students. This evaluation is crucial for understanding the preparedness of school leadership and teaching staff to create a supportive educational environment for learners facing family challenges. Table 3 shows the findings.

**Table 1*****Distribution of the Principals and Teachers According to Academic Qualifications***

Academic Qualifications	Principals (n=10)		Teachers(n=212)	
	F	%	F	%
Diplomas	1	10	3	1.4
Bachelor's degree	7	70	199	93.9
Master's degree	2	20	10	4.7

Figure 3 shows that 1.4% of the teachers had diploma qualifications. It was noted that the majority of the teachers (93.9%) had bachelor's degree qualifications. The number of teachers with master's degree qualifications amounted to 4.7%. This shows that most of the teachers were qualified to teach in secondary schools. The finding that the majority of teachers (93.9%) have bachelor's degree qualifications indicates that they are well-prepared to teach in secondary schools in Kenya, which is beneficial in addressing the influence of family disintegration on learners' academic performance in Mombasa County. Arifin (2015) contended that qualified teachers are likely to possess a strong foundation in educational theory and practice, enabling them to implement effective teaching strategies and support systems. Their higher education may also include training on identifying and managing the socio-emotional issues that students from disintegrated families often face. With their qualifications, these teachers can create a stable and supportive classroom environment, tailor interventions to meet the needs of affected students,

and collaborate with school counselors and parents to provide holistic support. Consequently, their qualifications are critical in mitigating the negative impacts of family disintegration on academic performance and fostering a conducive learning atmosphere for all students.

Table 3 further shows that 70% of the principals have bachelor's degree qualifications, which indicates that they may be well-equipped to lead secondary schools in Kenya, which is crucial in addressing the influence of family disintegration on learners' academic performance in Mombasa County. As asserted by Kaukewaholo (2022), qualified principals tend to possess the necessary leadership skills, educational knowledge, and administrative expertise to effectively manage school operations and foster a positive learning environment. Thus, the academic qualifications of the school principals in Mombasa County could enable them to implement school-wide policies and programs that support students from disintegrated families, promote teacher development in handling socio-emotional issues, and ensure that adequate counseling and support services are available. By providing strong and informed leadership, these principals can create a school culture that prioritizes student well-being and academic success, thereby helping to mitigate the adverse effects of family disintegration on learners' academic performance.

#### **4.3.4 Distribution of Principals and Teachers according to Experience**

Teachers and principals in the selected public secondary schools were required to indicate their experiences measured in terms of years of service. Table 4 shows the summary of the results.

**Table 2***Distribution of Principals and Teachers according to Experience*

	<b>Principals(n=10)</b>		<b>Teachers(n=212)</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Less than 5 years	2	20	42	19.8
5-10 years	6	60	150	70.8
11-15	1	10	14	6.6
16 and above years	1	10	6	2.9

Table 4 shows that teachers and head teachers have different experiences and are in different career growth stages. It shows that the majority of the teachers (70%) have experience ranging between 5-10 years. Having a majority of teachers with 5–10 years of experience in public secondary schools in Mombasa County provides a substantial advantage when addressing the influence of family disintegration on learners’ academic performance. These teachers possess enough experience to recognize and understand the complex emotional and psychological issues that students from disintegrated families may face. They can implement effective support strategies and interventions to mitigate the negative impacts on academic performance. Karlberg (2022) argued that teachers with varying lengths of experience fosters a collaborative environment where less experienced teachers can learn from their more seasoned colleagues, thereby enhancing the overall capacity of the school to support affected students. This blend of fresh perspectives and seasoned wisdom ensures a robust support system, crucial for addressing the multi-dimensional challenges associated with family disintegration and its effects on students' academic outcomes.

Table 4 further shows that the majority of the principals had the experience between 5–10 years. This can provide significant benefits in addressing the influence of family disintegration on learners' academic performance in Mombasa County's public secondary schools. With a solid foundation of experience, these principals are well-equipped to implement effective policies and create a supportive school environment that addresses the needs of students affected by family disintegration. Their experience enables them to recognize early signs of distress and academic decline linked to family issues and to coordinate appropriate interventions, such as counseling services and community support programs. A study by Lazenby (2022) asserted that experienced principals can mentor their teaching staff, fostering a school culture that is sensitive to the challenges faced by these learners. This ensures that both academic and emotional support structures are in place, helping to mitigate the adverse effects of family disintegration on students' academic performance.

#### **4.4 Findings of the Study**

This section deals with the findings of the study based on the objectives which include: to examine how lack of parental involvement, psychological effects of family disintegration, unavailability of educational resources, lack of discipline of learners from disintegrated families influences their academic performance in Mombasa County.

##### **4.4.1 Lack of Parental Involvement on Students' Academic Performance**

The first objective of this study was to find out whether lack of parental involvement affects academic performance of learners from disintegrated families in public secondary schools in Mombasa County, Kenya. The teachers were requested to choose the response that best represented their opinions on a five-point scale. The scale of rating as presented on Table 5 was:

Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

The findings are presented in the Table 5.

**Table 3**

***Lack of Parental Involvement on Students' Academic Performance***

Statement	SA		A		UD		D		SD	
	f	%	f	%	f	%	f	%	f	%
Students whose parents are not involved do not perform well academically.	18	8.5	156	73.6	19	9.0	16	7.5	3	1.4
Parents of students from disintegrated families do not provide academic support to students.	12	5.7	162	76.4	19	9.0	15	7.1	4	1.9
Parents of students from disintegrated families effectively communicate with their children regarding academic performance.	8	3.8	9	4.2	9	4.2	31	14.6	155	73.1
Parents of students from disintegrated families do not assist their children with homework	99	46.7	13	6.1	83	39.2	0	0	17	8.0
Parents of students from disintegrated families involve their children in decisions regarding their education, such as course selection or study habits.	42	19.8	11	5.2	16	7.5	14	6.6	129	60.8

Table 5 shows that 73.6% of the teachers agreed that students whose parents are not involved do not perform well academically while 1.4% strongly disagreed. This could point to the possibility that when parents are not effectively involved, it affects learners' success. Parental involvement is essential for the performance of learners in schools, as Yılmaz (2020) argued.

When parents actively participate in their child's education, it fosters a supportive and encourag-

ing environment, both at home and at school. This collaboration helps to reinforce the importance of education, promotes better attendance, and increases the child's motivation and self-esteem. Additionally, it enables parents to understand and address any learning challenges their child might face. Regarding whether parents of students from disintegrated families do not provide academic support to students, the majority of the teachers (76.4%) agreed with the statement. This finding concurs with what was revealed by one of the principals that:

Some of our parents seem not to have time to even know what their children are doing in school. We do our best to encourage them to be involved, for example, by supervising their children as they do homework, but they do not seem to be responding positively, which affects the academic outcomes of the learners (principal 1, 23/06/2024).

It must be noted that parents from disintegrated families often struggle to provide academic support to students due to a range of challenges associated with their circumstances. These families may face heightened levels of stress, financial difficulties, and time constraints, which can detract from their ability to engage with their child's education. Additionally, emotional turmoil and instability can make it harder for parents to maintain consistent involvement and focus on academic matters. The lack of a stable and supportive home environment may also hinder the establishment of routines and the creation of a conducive learning atmosphere. Consequently, these factors collectively contribute to reduced academic support from parents in disintegrated families, impacting the child's educational outcomes. Findings from one of the principals underscore this point, noting that “family disintegration negatively impacts the academic performance of learners by disrupting stable home environments crucial for learning. It often leads to increased stress and emotional instability among students, which hinders their ability to focus on

academics." These findings emphasize the correlation between family disintegration and academic achievement. Miller (2014) argues that the instability and stress associated with family disintegration can create a home atmosphere that lacks the peace and support needed for focused academic activities.

Further, there was a strong disagreement from teachers (73.1%) regarding whether parents of students from disintegrated families effectively communicate with their children regarding academic performance. These results suggest that disintegrated families often find it hard to effectively communicate with their children about academic progress due to various factors such as emotional distress, divided attention, and limited time. These results are consistent with the findings from the quality assurance and standards officer, who asserted that:

On occasions when we have had meetings with parents, we have constantly encouraged them to be part of their children's education journey by participating in school activities, as this can help them know the progress of their children. Responding to this appeal has been a challenge, especially for disintegrated families (QASO, 21/06/2024).

The breakdown of the family unit can lead to heightened tensions and conflicts, which may strain parent-child relationships and impede open, constructive communication. Abdullah (2016) noted that a lack of a unified approach to parenting and differing expectations or priorities between separated parents can complicate consistent and effective communication about the child's education, resulting in a fragmented support system for the student's academic journey.

The results, as shown in Table 5, further revealed that slightly more than half of the teachers (53%) agreed that parents of students from disintegrated families do not assist their children with homework which affect students' performance. This could be due to the fact that

parents from disintegrated families tend to be overwhelmed with the demands of parenthood, including managing work, household duties, and financial pressures, which leaves them with limited time and energy for homework including supporting their children with academic work. These arguments are consistent with the findings from one of the principals who narrated that parents from disintegrated families tend to be less involved in the academic life of their children which affects the progress of learners. Related findings were underscored by Smith (2017), who argued that the emotional strain and stress associated with family disintegration can also affect parents' capacity to engage in their child's academic life.

The study further revealed that most of the teachers (60.8%) strongly disagreed that parents of students from disintegrated families involve their children in decisions regarding their education, such as course selection or study habits. These findings could point to the possibility that the challenges of managing a fractured household can leave parents with limited time and emotional resources to invest in their child's educational planning. Communication breakdowns between separated or divorced parents can result in inconsistent or conflicting guidance, making it difficult to provide coherent support for academic decisions. The focus on immediate survival and financial stability can also overshadow long-term educational planning. These parents might also lack familiarity with the school system and the specifics of course selection, further hindering their ability to effectively engage in their child's academic choices. These factors affect the students focus on academics and affect their learning and academic success.

Smith (2017) contended that the involvement of parents through effective communication about students' progress helps them stay informed about their child's achievements, challenges, and needs, enabling them to provide appropriate support and interventions. This communication

fosters a collaborative relationship between home and school, reinforcing the importance of education and encouraging the child to take their studies seriously.

#### 4.4.2 **The Psychological Effects of Family disintegration on Learner’s Academic Performance**

The teachers were asked to indicate their level of agreement or disagreement on the statements regarding the psychological effects of family disintegration on learner’s academic performance. The scale of rating as presented on Table 6 was: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD). Table 6 presents the findings.

**Table 4**

#### *The Psychological Effects of Family disintegration on Learner’s Academic Performance*

Statement	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
Students from disintegrated families experience stress that affects their academic performance.	129	60.8	18	8.5	30	14.2	21	9.9	14	6.6
Students from disintegrated families tend to have lower self-esteem and emotional well-being, hindering their academic performance.	86	40.6	63	29.7	23	10.8	12	5.7	28	13.2
Family disintegration often leads to students feeling isolated and having lower self-confidence, negatively affecting their academic performance.	81	38.2	79	37.3	00	00	9	4.2	43	20.3
The psychological effects of family disintegration have an impact on a student's overall academic performance.	52	24.5	2	0.9	134	63.2	4	1.9	20	9.4
Students from disintegrated families cope differently with psychological challenges compared to	46	21.7	147	69.3	2	0.9	7	3.3	10	4.7

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those from stable family backgrounds.

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The study results show that the majority of the teachers (60.8%), as demonstrated in Table 6, agreed that students from disintegrated families experience stress that affects their academic performance. There were only 6.6% of the teachers who strongly disagreed with the idea that students from disintegrated families experience stress that affects their academic performance. The majority of teachers likely agreed due to their first-hand observations and interactions with their students. Teachers often witness the emotional and behavioral challenges that children from such backgrounds face, including anxiety, distraction, and difficulty concentrating, which can directly impact their learning and classroom behavior. These students may also struggle with inconsistent routines and a lack of support at home, further exacerbating their stress and academic difficulties. Teachers' collective experiences and insights into these patterns underscore their agreement that the instability and stress of disintegrated families negatively influence students' academic outcomes.

In line with these findings from teachers, the Quality Assurance and Standards Officer stated that students from disintegrated families often experience strained relationships with one or both parents that deprive them of essential emotional support and role modeling crucial for their personal and educational development. In line with these findings, Cherlin (1992) argues that children are significantly affected academically as a result of family disruption due to the instability and stress it introduces into their lives. Cherlin posits that the frequent transitions associated with family breakdown, such as moving between households, changes in schools, and fluctuating family dynamics, disrupt the child's sense of security and routine. This instability can lead to emotional distress, lower self-esteem, and decreased motivation, all of which negatively

impact academic performance. Cherlin also emphasizes that the economic hardships often accompanying family disruption can limit access to educational resources and support, further compounding the academic challenges faced by these children.

Table 6 further shows that most of the teachers (70.3%) agreed that students from disintegrated families tend to have lower self-esteem and emotional well-being, hindering their academic performance. Based on these findings, it is likely that the majority of the teachers reached this decision based on their regular encounters with these students' struggles in the classroom. Most teachers could have observed that the emotional impact of family disintegration, such as feelings of insecurity, abandonment, and conflict, can significantly undermine a child's self-worth and confidence. These emotional challenges often manifest in decreased motivation, reluctance to participate in class, and difficulty forming positive relationships with peers and teachers. Consequently, the lower self-esteem and compromised emotional well-being of these students create barriers to their academic engagement and success. This finding was further supported by one of the principals who argued that, "feelings of abandonment, inadequacy, or uncertainty about their worth make students from disintegrated families have low self-esteem, which affects them academically."

Further, it was revealed that most of the teachers (76%) agreed that family disintegration often leads to students feeling isolated and having lower self-confidence, negatively affecting their academic performance. In an interview, one of the principals affirmed these findings from the teachers regarding how family disintegration affects students, arguing that:

Family disintegration affects students. These students sometimes withdraw from social interactions, avoiding participation in group activities and classroom discussions due to a

lack of trust and fear of judgment. They exhibit signs of anxiety and depression, such as frequent absences and a lack of enthusiasm for school (Principal 2, 21/06/2024).

These findings show that the academic performance of students from disintegrated families may decline as they struggle to concentrate and stay motivated, often doubting their abilities and worth. Further, these students might be hesitant to seek help or express their needs, further exacerbating their sense of isolation and diminishing their self-confidence. The emotional turmoil and instability from their family situations create a pervasive sense of insecurity, impacting their overall well-being and educational experiences that affect their academic performance.

Regarding whether the psychological effects of family disintegration have an impact on a student's overall academic performance, most of the teachers (63.2%) were undecided, while 1.9% of the teachers strongly disagreed. Teachers who were undecided on whether the psychological effects of family disintegration impact a student's overall academic performance might be uncertain due to several factors. They may lack sufficient training or awareness of the indirect psychological and emotional issues that students from disintegrated families face, making it difficult for them to draw a clear connection between these issues and academic performance. Additionally, these teachers might not have had enough direct experience with or observations of such students to form a definitive opinion. In an interview, this is what one of the principals had to say:

The psychological effects of family disintegration on a learner's academic performance can be profound and expressed in many ways. In our school, students from disintegrated families often experience some levels of stress, anxiety, and emotional instability, which impair their ability to concentrate on their studies. These students also tend to struggle

with inadequate parental involvement, which is critical for reinforcing positive study habits and academic discipline (Principal 8, 20/06/2024).

The statement that students from disintegrated families cope differently with psychological challenges compared to those from stable families was agreed upon by the majority (69.3%) of the teachers. Their response to this statement could be based on the idea that students from stable families tend to benefit from consistent emotional support, secure environments, and reliable routines, which help them develop effective coping mechanisms and resilience. In contrast, those from disintegrated families often face ongoing stress, instability, and emotional turmoil, which can hinder their ability to manage psychological challenges. These students may lack the consistent support and guidance necessary for healthy coping, leading to increased anxiety, withdrawal, or disruptive behaviors. The absence of a stable, supportive environment can make it difficult for them to develop the same level of emotional resilience and coping strategies as their peers from stable families, impacting their overall psychological well-being and academic performance. Abdullah (2019) contended that instability and emotional stress resulting from family disintegration, such as divorce or separation, often lead to a lack of focus and motivation in students.

#### **4.4.3 Unavailability of Educational Resources on the Academic Performance of Learners**

The study sought the opinions of teachers regarding how unavailability of educational resources affects the academic performance of learners from disintegrated families in Mombasa County, Kenya. The teachers were requested to choose the response that best represented their opinions on a five-point scale. The scale of rating as presented on Table 7 was: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD). Table 7 presents the findings.

**Table 5**

***Unavailability of Educational Resources on the Academic Performance of Learners***

Statement	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
The availability of educational resources significantly influences students' academic performance.	19	9.0	179	84.4	2	0.9	5	2.4	7	3.3
Resource limitations, such as the lack of textbooks or technology, negatively impact the academic performance of students	00	00	19	9.0	116	54.7	59	27.8	18	8.7
Teachers play a crucial role in mitigating resource challenges by improvising and finding creative solutions	37	17.5	152	71.7	1	0.5	7	3.3	15	7.1
Students from disintegrated families are more likely to be affected by resource shortages compared to those from stable family backgrounds.	83	39.2	106	50.1	21	9.0	00	00	2	0.9
Teachers in schools serving students from disintegrated families face more significant challenges related to resource shortages.	135	63.7	7	3.3	63	29.7	6	2.8	1	0.5

The results, as shown in Table 7, show that the majority of the teachers (84.4%) agreed that the availability of educational resources significantly influences students' academic performance. There were (0.9%) who were undecided about the availability of educational resources significantly influences students' academic performance. This could indicate that the majority of respondents have a clearer perspective on the impact of educational resources, possibly viewing them as crucial to academic success. However, the small percentage of undecided respondents

may also reflect the complexity of assessing the exact influence of resources amidst various factors that contribute to academic achievement. These results show that when schools have quality educational materials, such as textbooks and learning aids, there are increased chances to enhance students understanding and mastery of subjects. Adequate funding for schools ensures smaller class sizes, personalized attention, and well-maintained facilities, which contribute to a conducive learning environment. One of the principals reinforced these findings and said:

The learners we have in this school mostly come from families where the provision of resources, such as textbooks, is a challenge, which has affected their performance. Here at school, we do our best to ensure they have access to what we can provide to help them perform well (Principal 10, 2/07/2024).

These findings agree with the argument of Duncombe (2017) that ensuring equitable access to resources is pivotal in fostering an environment where all students can thrive academically. Related findings were also revealed by Atieno (2018), who found that when learners have access to learning resources such as charts and sufficient books, their performance tends to improve.

Further, slightly more than half of the teachers (54.7%) were undecided about whether resource limitations, such as the lack of textbooks or technology, negatively impact the academic performance of students. Such teachers' opinions could reflect a complex perspective influenced by various factors. Their uncertainty may stem from experiencing instances where students have demonstrated resilience despite resource constraints or from observing cases where innovative teaching methods compensate for material shortages. Conversely, they may also witness firsthand how inadequate resources hinder students' ability to fully engage with the curriculum,

impeding their learning outcomes. This ambivalence could arise from a lack of comprehensive data or from the variability in how resource limitations manifest across different classrooms or schools.

The study findings revealed that most teachers (71.7%) were in agreement that teachers play a crucial role in mitigating resource challenges by improvising and finding creative solutions. These findings suggest that while resources like textbooks and technology are generally seen as critical to supporting learning, their absence does not uniformly affect all students or learning environments in the same way. This ambiguity indicates that other factors, such as teaching quality and adaptive instructional strategies, can sometimes mitigate the negative effects of resource shortages. In an interview, a principal mentioned that “teachers play a crucial role in supporting learners from disintegrated families to cope academically by providing a nurturing and understanding environment.”

In addition, another principal narrated that:

Teachers can offer emotional support and stability, serving as trusted adults who listen to students' concerns and provide reassurance. By fostering a sense of belonging and acceptance in the classroom, teachers help mitigate feelings of insecurity and anxiety that may arise from family disruptions (Principal 8, 2/07/2024).

The Quality Assurance and Standards Officer narrated that:

Teachers in our school do their best to ensure the improved performance of learners, especially those from disintegrated families. They tend to adapt their teaching strategies to accommodate diverse learning needs and mitigate potential academic gaps caused by inconsistent home environments. This includes providing additional tutoring, personalized

feedback, or alternative assignments to ensure students can keep up with their peers (Quality Assurance and Standards Officer 2/7/2024).

The principal from one of the schools further contended that:

Teachers can support learners from disintegrated families by collaborating with school counselors or social workers to identify and address specific challenges faced by such students, such as accessing resources or managing stress. By building strong relationships and advocating for their academic and emotional well-being, teachers can significantly contribute to these students' resilience and academic success (Principal 6, 2/7/2024).

Further, most teachers (89.3%) were in agreement that students from disintegrated families are more likely to be affected by resource shortages compared to those from stable family backgrounds. These findings suggest students from disintegrated families are more likely to be affected by resource shortages because they often lack the additional support systems that students from stable family backgrounds enjoy. In stable families, parents or guardians are more likely to provide supplemental educational resources, such as books, technology, and extracurricular learning opportunities, and are better positioned to offer emotional and academic support. Conversely, students from disintegrated families might face economic hardships, increased stress, and reduced parental involvement, making it more challenging for them to compensate for school resource deficits. These students may also have fewer opportunities for enriched learning experiences outside of school, further exacerbating the impact of resource shortages on their academic performance. Most teachers (63.7%) were also in agreement that teachers in schools serving students from disintegrated families face more significant challenges related to resource shortages. This finding was also affirmed by one of the principals who commented that:

In our school, the challenge of resource shortages has negatively impacted teaching and learning. We face a shortage of textbooks and an insufficient number of teachers. As a result, we've had to maximize the use of available resources to ensure that students continue to learn. The most affected are students from disintegrated families who rely solely on government-provided resources like textbooks (Principal 5, 20/06/2024).

These findings clearly show that resources in schools are important for effective teaching and learning. A study by Tunde (2022) argued that the quality and quantity of teaching resources, including smaller class sizes and adequate instructional materials, play a critical role in enhancing students' academic outcomes.

#### **4.4.4 Lack of Discipline of Learners from Disintegrated families on their Academic Performance**

The teachers were asked to indicate their level of agreement or disagreement with the statements regarding the influence of lack of discipline of learners from disintegrated families on their academic performance. The findings are presented on Table 8, where the participants used the scale of Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

**Table 6*****Lack of Discipline of Learners from Disintegrated families on their Academic Performance***

Statement	SA		A		UD		D		SD	
	F	%	f	%	f	%	F	%	f	%
Lack of discipline significantly affects students' academic performance	96	45.3	92	43.4	2	0.9	9	4.2	13	6.1
Learners from disintegrated families often exhibit lower levels of discipline compared to those from stable family backgrounds.	36	17.0	29	13.7	11	5.2	13	6.1	123	58.0
Lack of discipline often results from external factors related to family disintegration, such as emotional stress or a lack of consistent parental guidance.	41	19.3	96	45.3	24	11.3	22	10.4	29	13.7
The discipline level of students from disintegrated families can have a direct impact on their academic performance.	26	12.3	112	52.8	5	2.4	12	5.7	57	26.9
Teachers play a crucial role in helping students from disintegrated families develop discipline and responsible behavior.	156	73.6	28	13.2	3	1.4	5	2.4	20	9.4

The study findings as presented in Table 8 show that the majority of the teachers (88.7%) were of the view that a lack of discipline significantly affects students' academic performance. There were only 6.1% of the teachers who strongly disagreed with the idea. The finding that most of the students agreed concurs with the argument of one of the principals, who narrated that:

When students are not disciplined, their academic performance often deteriorates due to lack of focus, poor time management, and disruptive behavior that impedes both their own learning and that of their peers. Without discipline, students may struggle to complete assignments on time, neglect to study adequately for exams, and exhibit lower levels of motivation and engagement in the classroom. This can lead to a decline in grades (Principal 6, 21/06/2024).

Another principal added that:

I have observed that many students from disintegrated families struggle with discipline and this affects their academic performance. To address this, we have endeavored to streamline discipline by establishing clear and consistent behavior expectations at our school. This includes developing a comprehensive code of conduct that is effectively communicated to students, teachers, and parents alike (Principal 7, 21/06/2024).

On the other hand, Quality Assurance and Standards had this to say:

We have had a challenge of students from disintegrated families not performing well in our schools due to indiscipline. As a result, every time I get to talk to our principals, I encourage them to prioritize building strong relationships with students, particularly those from disintegrated families, to understand their individual needs and challenges. This might involve regular check-ins, counseling services, or mentoring programs to provide support and guidance. As principals encourage these practices, they will increase the chances of students performing well, including those from disintegrated families (Quality Assurance and Standards Officer, 2/07/2024).

The 6.1% of teachers who strongly disagreed with the idea that lack of discipline significantly affects students' academic performance likely hold beliefs or have experiences that differ

from the majority. Their disagreement might stem from alternative perspectives on the factors influencing academic outcomes, such as the importance of teaching methods, student motivation, or external factors. These teachers may perceive discipline issues as manageable or less impactful compared to other aspects of education.

There was a disagreement among teachers (58%) that learners from disintegrated families often exhibit lower levels of discipline compared to those from stable family backgrounds. This idea from teachers could be based on their recognition of the complexity and diversity of individual student experiences. These teachers might have observed that discipline issues are not solely determined by family structure but are influenced by a multitude of factors, such as individual resilience, the presence of supportive adults outside the immediate family, and school interventions. They may have also recognized that students from stable families can face their own challenges and exhibit indiscipline, and conversely, students from disintegrated families can thrive with the right support. This perspective highlights an understanding that while family stability can be influential, it is not the sole determinant of a student's behavior and discipline in school. Contrary to the findings from the teachers, one of the principals had this to say:

In my school, I have noticed that students from disintegrated families tend to display lower levels of discipline. We are actively working to support these students by fostering a positive school climate through encouragement and recognizing their positive behavior. Additionally, we aim to cultivate a sense of belonging to prevent discipline issues from escalating. Furthermore, we are closely collaborating with families and community resources to offer additional support and interventions for students facing significant challenges at home, contributing to a more holistic approach to discipline management (Principal 2, 2/07/2024).

The majority of the teachers (64.6) were in agreement that lack of discipline often results from external factors related to family disintegration, such as emotional stress or a lack of consistent parental guidance. It must be acknowledged that a lack of consistent parental guidance often leads to student indiscipline, as children without clear boundaries and expectations may struggle to understand appropriate behavior. Parental involvement is crucial in establishing and reinforcing rules, values, and routines. When parents are inconsistent or absent in their guidance, children may feel uncertain about what is expected of them, leading to an increased likelihood of acting out, testing limits, and engaging in disruptive behavior. This lack of structure can result in students developing poor self-regulation skills, making it difficult for them to adhere to school rules and respect authority figures, ultimately affecting their social interactions and academic success.

The study further found that slightly more than half of teachers (52.8) agreed that the discipline level of students from disintegrated families can have a direct impact on their academic performance. This shows that the way students perform in academics is related to their behavior. These results are consistent with what a study by Abubakar (2018) found out that there is a relationship between students' discipline and their academic performance. Further, most of the teachers (73.6%) agreed that teachers play a crucial role in helping students from disintegrated families develop discipline and responsible behavior. This finding was consistent with what the Quality Assurance and Standards Officer said "dealing with students from disintegrated families has never been easy, but our teachers have been helpful in identifying these students and assisting them in striving to excel in their examinations."

It is likely that the response from participants stems from their daily interactions and firsthand experiences with these students. They understand that, in the absence of consistent parental guidance, teachers often become key authority figures and role models. By providing structure, setting clear expectations, and offering emotional support, teachers can create a stable environment that compensates for the instability at home. They use strategies such as positive reinforcement, consistent routines, and personalized attention to help these students build self-discipline and responsible behaviors. This perspective is rooted in their professional commitment to support all students, recognizing the unique challenges faced by those from disintegrated families. In line with the findings of the study, Abubakar (2018) argued that teachers play an important role in guiding students by identifying those in need and offering tailored guidance and mentorship, which fosters a supportive environment that addresses both academic and personal development.

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This chapter presents the summary of the findings regarding the influence of family disintegration on learners' academic performance in public secondary schools in Mombasa County, Kenya. The chapter further presents the conclusions and the recommendations based on the findings, as well as suggestions for further studies.

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

This study aimed to find out the influence of family disintegration on learners' academic performance in public secondary schools in Mombasa County, Kenya. This section gives a summary of the findings from each objective. The first objective aimed to examine how a lack of parental involvement affects the academic performance of learners from disintegrated families in public secondary schools in Mombasa County, Kenya. Concerning this objective, the study revealed that the majority of the respondents were in agreement that when parents are not effectively involved in the education of students, it negatively affects their academic success. It was further revealed that the majority of the teachers agreed with the statement that parents of students from disintegrated families do not effectively provide academic support to students. Most

principals of schools revealed that parents from disintegrated families often struggle to provide academic support to students due to a range of challenges associated with their circumstances, including financial difficulties. The study revealed a strong disagreement from teachers regarding whether parents of students from disintegrated families effectively communicate with their children regarding academic performance. Majority of the teachers were in agreement that parents of students from disintegrated families do not assist their children with homework. There was a disagreement among most participants that parents of students from disintegrated families involve their children in decisions regarding their education, such as course selection or study habits.

The second objective of this study was to explore the psychological effects of family disintegration on learners' academic performance in public secondary schools in Mombasa County, Kenya. In reference to this objective, the majority of teachers (60.8%) agreed that students from disintegrated families experience stress that affects their academic performance. Most of the teachers agreed that students from disintegrated families tend to have lower self-esteem and emotional well-being, hindering their academic performance. Further, it was revealed that most of the teachers (76%) agreed that family disintegration often leads to students feeling isolated and having lower self-confidence, negatively affecting their academic performance. The majority of the participants were in agreement that students from disintegrated families cope differently with psychological challenges compared to those from stable family backgrounds.

The third objective of this study was to find out how the unavailability of educational resources affects the academic performance of learners from disintegrated families in Mombasa County, Kenya. The findings under this objective revealed that most teachers (84.4%) agreed

that the availability of educational resources significantly influences students' academic performance. Slightly more than half of the teachers (54.7%) were undecided about whether resource limitations, such as the lack of textbooks or technology, negatively impact the academic performance of students. Most teachers (71.7%) were in agreement that teachers play a crucial role in mitigating resource challenges by improvising and finding creative solutions. Similarly, the majority of the teachers (89.3%) were in agreement that students from disintegrated families are more likely to be affected by resource shortages compared to those from stable family backgrounds. The study findings further revealed that most teachers were of the view that teachers in schools serving students from disintegrated families face more significant challenges related to resource shortages.

The fourth objective of this study was to examine how the lack of discipline of learners from disintegrated families influences their academic performance in Mombasa County, Kenya. Under this objective, the study found that the majority of the teachers (88.7%) were of the view that a lack of discipline significantly affects students' academic performance. There was a disagreement among teachers (58%) that learners from disintegrated families often exhibit lower levels of discipline compared to those from stable family backgrounds. Most of the study participants agreed that lack of discipline often results from external factors related to family disintegration, such as emotional stress or a lack of consistent parental guidance. The study findings further revealed that slightly more than half of teachers (52.8) agreed that the discipline level of students from disintegrated families can have a direct impact on their academic performance. Further, most of the teachers (73.6%) agreed that teachers play a crucial role in helping students from disintegrated families develop discipline and responsible behavior.

### **5.3 Conclusions of the Study**

The current study sought to find out the influence of family disintegration on learners' academic performance in public secondary schools in Mombasa County, Kenya. Based on the findings, various conclusions were made, as follows:

The study concluded that there is lack of effective parental involvement from disintegrated families which negatively impacts the academic success of learners. This conclusion is supported by the majority of respondents who agreed that insufficient parental engagement leads to poorer academic outcomes for students. It was further concluded that parents from disintegrated families face numerous challenges, such as financial difficulties, which hinder their ability to provide adequate academic support.

Regarding the psychological effects of family disintegration on learners' academic performance in public secondary schools in Mombasa County, the study concluded that students from disintegrated families experience significant stress, which negatively impacts their academic performance. It was also concluded that family disintegration leads to lower self-esteem, emotional well-being, feelings of isolation, and lower self-confidence among students which affect students' concentration on the studies and finally affects their academic performance in schools.

Regarding how the unavailability of educational resources affects the academic performance of learners from disintegrated families in Mombasa County, Kenya, it was concluded that availability of educational resources plays a critical role in influencing students' academic performance as most participants were in agreement that resource availability significantly affects how well students perform academically. The study further concluded that students from disintegrated

families are more adversely affected by the lack of educational resources compared to those from stable families.

Concerning how **the lack of** discipline among learners from disintegrated families influences their academic performance in Mombasa County, Kenya, the study concluded that this lack significantly affects students' academic performance, as agreed upon by the majority of study participants. The study also concluded the lack of discipline among students often stems from external factors related to family disintegration, such as emotional stress or inconsistent parental guidance.

#### **5.4.1 Recommendations for Policy**

Based on the finding that there is lack of effective parental involvement from disintegrated families, which negatively impacts the academic success of learners, it was recommended that the government should develop and fund programs aimed at supporting parents from disintegrated families. These programs should include financial assistance, counseling services, and workshops on effective parenting strategies. By addressing the financial and emotional challenges faced by these parents, the government can help improve their ability to engage with their children's education and provide necessary academic support.

The government can also establish community outreach programs that specifically target disintegrated families. These programs can include workshops, seminars, and informational sessions designed to educate parents about the importance of their involvement in their children's education. By partnering with local community centers, churches, or social service organizations, governments can reach out to these families effectively. Providing resources on parenting skills, academic support strategies, and communication techniques can empower parents to take a more

active role in their children's school life. These programs should be accessible, culturally sensitive, and designed to accommodate the specific needs of disintegrated families, fostering a supportive environment where parents feel encouraged and capable of engaging with their children's education.

Governments can mandate that schools offer flexible scheduling options for parent-teacher meetings. This initiative can include evening or weekend sessions to accommodate parents who work during typical school hours or have irregular work schedules due to single-parent households. Additionally, utilizing technology such as video conferencing or phone calls can enable parents who cannot physically attend meetings to participate remotely. By removing logistical barriers and offering multiple avenues for engagement, governments can ensure that all parents, including those from disintegrated families, have meaningful opportunities to connect with teachers, discuss their child's progress, and collaborate on strategies to support their academic success.

#### **5.4.2 Recommendations for Theory**

The current study recommends that strategies that emphasize emotional safety and trust, as promoted by attachment theory, be more employed to encourage active parental involvement in their children's education in schools. The study further recommends that educators and counselors in schools utilize attachment principles to identify and address psychological challenges in students so as to offer appropriate support and interventions to mitigate the negative effects on academic performance.

#### **5.4.3 Recommendations for Practice**

The study recommended that school principals should develop initiatives to encourage greater parental involvement, particularly targeting parents from disintegrated families. This

could include organizing regular parent-teacher meetings, workshops, and seminars that educate parents on the importance of their involvement in their children's education. The principals should also establish comprehensive support services within schools, such as counseling and mental health programs, to address the psychological challenges faced by students from disintegrated families. The principals should ensure that all students have access to necessary educational resources by seeking additional funding or partnerships with NGOs and community organizations. The principals should implement clear and consistent discipline policies that take into account the unique challenges faced by students from disintegrated families.

#### **5.4.4 Recommendations for Further Research**

The current study recommends that a related or similar study on the influence of family disintegration on learners' academic performance in public secondary schools in Mombasa County, Kenya be conducted in other counties to compare the findings. Conducting similar studies in other counties of Kenya is also crucial to understand the broader impact of family disintegration on learners' academic performance across diverse regions.

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## APPENDICES

### APPENDIX I: Letter of Introduction

TANGAZA UNIVESTY COLLEGE  
(THE CATHOLIC UNIVERSITY OF EASTERN AFRICA)  
CHRIST THE TEACHER INSTITUTE FOR EDUCATION  
NAIROBI,  
KENYA

Tel: 0720599756

Dear Participant,

RE: COLLECTION OF SURVEY DATA

I am a student at Tangaza University, a constituent college of the Catholic University of Eastern Africa (CUEA), pursuing a master's degree in educational leadership and administration. I am conducting research aimed at investigating the socio-economic effects of family disintegration on learners' academic performance in public secondary schools in Mombasa County, Kenya.

I kindly request that you respond to the research instrument. The sole purpose of the instrument is to aid in the collection of data required for this study. The information you provide will be treated with the utmost confidentiality and will only be used for this study. Kindly assist by filling out the questionnaire and providing true information.

Yours faithfully,

**Sr. Mary W. Mikwili**

## APPENDIX II: Consent Form

This study aims to investigate the socio-economic effects of family disintegration on learners' academic performance in public secondary schools in Mombasa County, Kenya. It is in partial fulfillment of the requirement of a master's degree in educational leadership and administration at Tangaza University College, a constituent college of the Catholic University of Eastern Africa (CUEA).

### **The benefits of taking part in the study**

By contributing to this study, you will help us collect data on the socio-economic effects of family disintegration on learners' academic performance in public secondary schools in Mombasa County, Kenya. The accomplishment of the study execution will benefit Mombasa County and the entire country in realizing the areas that need special attention with regard to the effective academic performance of learners and the entire realm of education. Your participation in this study will, therefore, not lead to any monitoring benefits.

### **Cost or Payment Involve**

You will not incur any cost by participating in this study. Participation is free and voluntary and you can pull out any time you wish.

### **Sharing of Study Results**

The primary purpose of this study is not to assess your competence in your role. Instead, the outcomes of this research aim to address a gap in the existing body of literature and contribute to the collective knowledge concerning family disintegration and learner's academic performance. Consequently, the findings from this investigation will not be shared individually with participants but will be disseminated through publication in a scholarly journal and made accessible to the public after the publication process.

### **Rights of participants**

You are entitled to contact the researcher for any inquiries or issues regarding the completion of the questionnaire.

### **Contact person**

If you have any questions or matter regarding the study, please contact the researcher using the number below.

Sr. Mary W. Mikwili-0720599756

**Consent and signature**

I accept to participate in the study under the conditions described.

Signature: ..... Date.....

**ASSENT FORM**

**Dear Parents/Guardians,**

**RE: REQUEST FOR ASSENT - PARTICIPATION IN RESEARCH STUDY**

I am Sr. Mary W. Mikwili, a Masters student at Tangaza University College, a constituent college of the Catholic University of Eastern Africa (CUEA). I am writing to seek your permission for your child to participate in a research study titled "Influence of Family Disintegration on Learner's Academic Performance in Public Secondary Schools in Mombasa County, Kenya." The purpose of this study is to explore how family disintegration affects academic performance among secondary school students in our county. Your child's participation in this study will greatly contribute to our understanding of this important issue and may help inform strategies to support students facing similar challenges.

As minors, I understand that your child may not be able to make an informed decision regarding participation in this research study. Therefore, I am seeking your assent as parents/guardians to allow your child to take part. Participation in this study is voluntary, and your child may withdraw at any time without consequence. Be assured that all information provided will be kept confidential, and the findings will be used for academic purposes only.

I kindly request that you review the attached information sheet, which provides more details about the study. If you agree to allow your child to participate, please sign the attached assent form and ensure that your child returns this form to the school where it will be picked at your earliest convenience. If you have any questions or concerns, please do not hesitate to contact the researcher at 0720599756. Thank you for considering this request and your support is appreciated in advancing our understanding of this important topic.

Name of the students \_\_\_\_\_ Date

Parent's signature \_\_\_\_\_ Date

### **APPENDIX III: Teachers' Questionnaire**

You are requested to take a few minutes and answer this questionnaire as honestly as possible. There are five sections: A, B, C, D, and E. Respond to questions in all the sections by putting a tick (√) in the appropriate space. Recall that no answer is necessarily correct or wrong. Therefore, feel free to give answers you consider suitable. The information you provide will be handled confidentially and will solely be utilized for the purpose of this research. Your name is not required.

#### **SECTION A: Demographic Information**

1. What is your gender?

Male ( )

Female ( )

2. To what age group do you belong?

25 years and below ( )

26 - 30 ( )

31- 40 ( )

41- 50 ( )

Above 51 ( )

3. What is your highest professional qualification?

Diploma ( )

Bachelor's degree ( )

Masters ( )

PhD ( )

4. Indicate your years of teaching experience

Less than 5 years ( )

5-10 years ( )

11- 15 years ( )

16 years above ( )

#### **SECTION B: Lack of parental involvement and learners academic performance**

The following statements are about how lack of parental involvement affects academic performance of learners from disintegrated families. Indicate the extent to which you agree or disagree with each statement by putting a tick (√) in the appropriate column.

Use the following Key:

Key: 1=Strongly Agree (SA) , 2=Agree(A), 3= Undecided(UD), 4=Disagree(D), 5= Strongly Disagree(SD)

	Statement	SA	A	UD	D	SD
i.	Students whose parents are not involved do not perform well academically.					
ii.	Parents of students from disintegrated families do not provide academic support to students.					
iii.	Parents of students from disintegrated families effectively communicate with their children regarding academic performance.					
iv.	Parents of students from disintegrated families do not assist their children with homework					
v.	Parents of students from disintegrated families encourage their children to set academic goals and support them in achieving those goals.					
vi.	Parents of students from disintegrated families involve their children in decisions regarding their education, such as course selection or study habits.					

6. Give suggestions on what can be done to improve parental involvement on learners from disintegrated families to improve their academic performance

.....  
 .....

**SECTION C: Psychological effects of family disintegration on learner’s academic performance**

The following statements are about the psychological effects of family disintegration on learner’s academic performance in public secondary schools in Mombasa County, Kenya. Indicate the extent to which you agree or disagree with each statement by putting a tick (√) in the appropriate

column. Use the following Key: Key: 1=Strongly Agree (SA) , 2=Agree(A), 3= Undecided(UD), 4=Disagree(D), 5= Strongly Disagree(SD)

	Statement	SA	A	UD	D	SD
i.	Students from disintegrated families experience stress that affects their academic performance.					
ii.	Students from disintegrated families tend to have lower self-esteem and emotional well-being, hindering their academic performance.					
iii.	Family disintegration often leads to students feeling isolated and having lower self-confidence, negatively affecting their academic performance.					
iv.	The psychological effects of family disintegration have an impact on a student's overall academic performance.					
v.	Students from disintegrated families cope differently with psychological challenges compared to those from stable family backgrounds.					

8. Explain the psychological and emotional effects of family disintegration on learner’s academic performance

.....  
 .....

**SECTION D: Unavailability of educational resources on learners from disintegrated families and the influence on their academic performance**

9. The following statements are on Unavailability of educational resources and opportunities on learners from disintegrated families and the influence on their academic performance.

Indicate the extent to which you agree or disagree with each statement by putting a tick (√) in the appropriate column.

Key: 1=Strongly Agree (SA), 2=Agree(A), 3= Undecided(UD), 4=Disagree(D), 5= Strongly Disagree(SD)

	Statement	SA	A	UD	D	SD

i.	The availability of educational resources significantly influences students' academic performance.					
ii.	Learners from disintegrated families often face resource shortages in their educational institutions.					
iii.	Resource limitations, such as the lack of textbooks or technology, negatively impact the academic performance of students from disintegrated families.					
iv.	Teachers play a crucial role in mitigating resource challenges by improvising and finding creative solutions					
v.	Educational resources, both human and material, are essential for effective teaching and student academic outcomes.					
vi.	Students from disintegrated families are more likely to be affected by resource shortages compared to those from stable family backgrounds.					
vii.	Teachers in schools serving students from disintegrated families face more significant challenges related to resource shortages.					

**Section E: Lack of discipline of learners from disintegrated families and academic performance**

10. The following statements are on lack of discipline of learners from disintegrated families and academic performance. Indicate the extent to which you agree or disagree with each statement by putting a tick (✓) in the appropriate column.

Key: 1=Strongly Agree (SA), 2=Agree (A), 3= Undecided (UD), 4=Disagree (D), 5= Strongly Disagree (SD)

	Statement	SA	A	UD	D	SD
i.	Lack of discipline significantly affects students' academic performance					

ii.	Learners from disintegrated families often exhibit lower levels of discipline compared to those from stable family backgrounds.					
iii.	In your experience, students from disintegrated families are more likely to exhibit disciplinary issues compared to students from intact families.					
iv.	Lack of discipline often results from external factors related to family disintegration, such as emotional stress or a lack of consistent parental guidance.					
v.	The discipline level of students from disintegrated families can have a direct impact on their academic performance.					
vi.	Teachers play a crucial role in helping students from disintegrated families develop discipline and responsible behavior.					

11. Explain how lack of discipline of learners from disintegrated families affects their academic performance

.....

**Thank you!**

**APPENDIX IV: Interview Guide for Principals**

**SECTION A: Demographic Information**

1. What is your gender?

Male ( )

Female ( )

2. To what age group do you belong?

25 years and below ( )

26 - 30 ( )

31- 40 ( )

41- 50 ( )

Above 51 ( )

3. What is your highest professional qualification?

Diploma ( )

Bachelor's degree ( )

Masters ( )

PhD ( )

4. Indicate your years of experience

Less than 5 years ( )

5-10 years ( )

11- 15 years ( )

16 years above ( )

6 SECTION B: Parental involvement on learners from disintegrated families and academic performance

- i. How can you describe the current level of parental involvement in your school?
- ii. How does your school currently encourage parental involvement, especially for students coming from disintegrated families?
- iii. Are there specific challenges or patterns you've observed among students from disintegrated families in terms of academic performance?
- iv. What challenges do you face in promoting parental involvement, especially for families experiencing disintegration?
- v. How do you address potential barriers that may hinder parents from actively participating in their child's education?

7. **SECTION C: The psychological and emotional effects of family disintegration and learner's academic performance**

- i. How prevalent is the issue of family disintegration, and what trends have you observed over the past few years in your school?
- ii. What strategies do you have in place to identify students experiencing family disintegration?
- iii. How do you provide emotional and psychological support to learners facing family disintegration?
- iv. Have you noticed any patterns or trends linking family disintegration with academic performance among students?
- v. How do you communicate with parents or guardians when family disintegration is identified as a potential factor affecting a student?

8. **SECTION D: Unavailability of educational resources and opportunities on learners from disintegrated families and academic performance**

- i. In your observation, what are the key challenges that students from disintegrated families face in accessing educational resources and opportunities?
- ii. What are the specific initiatives you have put in place to provide additional support to students in terms of educational resources?
- iii. What role do teachers and counselors play in identifying and addressing the needs of students from disintegrated families?

**9. SECTION E: Lack of discipline of learners from disintegrated families and academic performance**

- i. Can you provide an overview of the current state of discipline among learners in our school?
- ii. What could be the noticeable trends in the behavior of students from disintegrated families?
- iii. How do you identify students from disintegrated families?
- iv. What could be the specific challenges or characteristics associated with learners from disintegrated families that impact academic performance?
- v. In your observation, how does the lack of discipline among students from disintegrated families affect their academic performance?
- vi. How does your school address the emotional and psychological needs of these students?
- vii. What could be some of the specific challenges in communicating with parents from disintegrated families?
- viii. What interventions has the school implemented to address discipline issues among these students?

**Thank you!**

**APPENDIX IV: Interview Guide for QASO**

**SECTION A: Demographic Information**

- 1. Gender.....
- 2. Age.....
- 3. Professional qualification.....
- 4. Years of experience in this job.....
- 5. How long have you worked in this County? .....

**6. SECTION B: Parental involvement on learners from disintegrated families and academic performance**

- i. How can you describe the current level of parental involvement in your schools?
- ii. How do schools in your area currently encourage parental involvement, especially for students coming from disintegrated families?
- iii. Are there specific challenges among students from disintegrated families in terms of academic performance?
- iv. How do schools address potential barriers that may hinder parents from actively participating in their child's education?

**7. SECTION C: The psychological and emotional effects of family disintegration and learner's academic performance**

- i. How prevalent is the issue of family disintegration, and what trends have you observed over the past few years in your schools?
- ii. How do schools in your area provide emotional and psychological support to learners facing family disintegration?
- iii. How do schools communicate with parents or guardians when family disintegration is identified as a potential factor affecting a student?

**8. SECTION D: Unavailability of educational resources and opportunities on learners from disintegrated families and academic performance**

- i. Can you provide an overview of the current educational resources and opportunities available at your schools?
- ii. What are the key challenges that students from disintegrated families face in accessing educational resources and opportunities?

**9. SECTION E: Lack of discipline of learners from disintegrated families and academic performance**

- i. What are some challenges or characteristics associated with learners from disintegrated families that impact their academic performance?
- ii. How does the lack of discipline among students from disintegrated families affect their academic performance?
- iii. What interventions has the schools implemented to address discipline issues among students from disintegrated families?

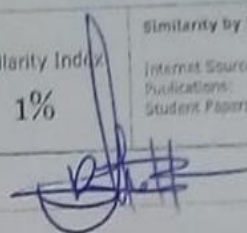
**Thank you!**

**APPENDIX V: Plagiarism Report**

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**SOCIO- ECONOMIC EFFECTS OF FAMILY DISINTEGRATION ON LEARNER'S ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN MOMBASA COUNTY, KENYA** By Mary W. Mikwili

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**SOCIO- ECONOMIC EFFECTS OF FAMILY DISINTEGRATION ON LEARNER'S ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN MOMBASA COUNTY, KENYA** SR. MARY W. MIKWILI CMLA 1906 ABSTRACT This study will investigate the socio-economic effects of family disintegration on learner's academic performance in public secondary schools in Mombasa County, Kenya. Specific objectives: to examine how lack of parental involvement on learners from disintegrated families affects their academic performance, to explore the psychological and emotional effects of family disintegration on learner's academic performance, to analyze how unavailability of educational resources on learners from disintegrated families influence their academic performance and to examine how lack of discipline of learners from disintegrated families influences their academic performance. The study will be anchored on social attachment theory. A convergent parallel mixed-methods design will be adopted for the study. The target population will be 33 public secondary schools, 33 principals, 400 teachers, and One Quality Assurance and Standards Officer (QASO) of Mombasa County. A questionnaire will be used to collect data from teachers while in-depth interview guides will be used to collect data from principals and QASO. Cluster and systematic sampling will be used to select 11 out of 33 schools. Stratified simple random sampling will be used to select 220 out of teachers. All the 11 principals from the selected schools will be included in the study. The study will purposively include QASO to participate in the study. The research instruments will be reviewed for validity by the researcher's supervisors. Cronbach's alpha will be used to assess the reliability of the study instruments. Quantitative data will be analyzed using the Statistical Package for Social Science Version 25 and will be reported in frequency tables, bar charts, and graphs. The qualitative data will be organized into themes based on the research questions and the objectives. The study provides the background to the



**APPENDIX VII: Map of Mombasa County**



**Source:** <https://www.google.com/search?q=Map+of+Mombasa>