

Relationship between Types of Parental Attachment, Levels of Self-esteem, and Perceived Academic Performance among Students in Mixed-day Secondary Schools in Masinga Sub-County in Machakos County, Kenya.

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DECLARATION

I, the undersigned, declare that this thesis is my own work accomplished through reading. To the best of my knowledge, this piece of work has not been presented to any university or college for academic credit or any other purpose.

All the sources of information in this thesis have been duly acknowledged.

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DEDICATION

This work is dedicated to my late parents James Muema Muasya and Alice Mwongeli, my late husband Ronald John Kiluta, my children Soli, Damaris, Malvina, Diana, Apea, Ita, and my grandchildren; Tatyana, Dylan, Dante, Tanu, Mumo, and Ngumbau. You have been my source of inspiration.

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ABSTRACT

This study investigated the relationship between Parental attachment types, Self-esteem levels and Academic performance among students in Mixed-day secondary schools in the Masinga Sub-county in Machakos County, Kenya. The objectives were: to assess the types of Parental attachment, examine levels of Self-esteem, assess levels of Academic performance, and to establish the relationship between the three variables. The study was informed by Maslow's theory of need and Bowlby's attachment theory. The study employed a quantitative research method with a correlational design. From a target population of 4,796 students, a sample size of 356 participants was selected using simple random sampling. Data was collected using the Parental Attachment Questionnaire, Rosenberg Self-Esteem Scale, and a demographic questionnaire that included an item on perceived academic performance. With the aid of Statistical Packages for the Social Sciences (SPSS version 25) software, descriptive statistics (frequencies and percentages) and inferential statistics (Pearson's product-moment correlation analysis) were used to analyse data. The study found that most 53.3%, of the participants scored anxious parental attachment, 25.4% were at avoidance parental attachment, and 21.3% had secure parental attachment. It was also found that 70.5% of the participants scored low self-esteem, 6.7% had high self-esteem, and 22.8% had average self-esteem. Also, 43.6% of the students had an average level of perceived academic performance, 42.9% of participants had low academic performance, and 13.5% had a high Perceived academic performance. The study established a negative but significant relationship between avoidance parental attachment and self-esteem. There was a moderate significant relationship between anxious parental attachment and self-esteem. There was a high positive significant relationship between secure parental attachment and self-esteem. There was a strong positive significant relationship between secure attachment style and perceived academic performance among the students. It was concluded that parental involvement is essential in students' academic lives. Recommendations include implementing counselling programs to promote parental engagement and foster the development of student self-esteem.

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ABBREVIATIONS AND ACRONYMS

ANOVA: Analysis of variance

B-NEEDS: Being Needs

D-NEED: Deficiency Need

GPA: Grade Point Average

IPPA: Inventory of Parent and Peer Attachment

KNEC: The National Examination Council of Kenya

MDDP: Machakos District Development Plan

MOPAS: Moretti and Obsuth Parental Attachment Scale

MSPSS: Mult-dimensional Scale of Perceived Social Support

MSPSS: Multi-Dimensional Scale of Perceived Social Support

NACOSTI: The National Commission for Science, Technology, and Innovation

PAQ: Parental Attachment Questionnaire

RSES: Rosenberg Self-Esteem Scale

SSP: Statistical Package for the Social Sciences

SWLS: Satisfaction With Life Scale

SWLS: Satisfaction with Life Scale

TUREC: Tangaza University Research Ethics Committee

UK: The United Kingdom

WHO: The World Health Organization

OPERATIONAL DEFINITION OF VARIABLES

Parental Attachment: This is the incessant affectionate and enduring bond of strong intensity that exists between the parent and the child in the course of parenting. In this study, parental attachment would mean scores within the three types of attachment; secure, avoidant, and anxious attachment.

Self-Esteem: This is the overall positive or negative attitude towards oneself.

High Self-Esteem: This is positive self-evaluation and a self-accepting attitude toward life as a whole. In this study, a score of 26-40 was considered high self-esteem

Average Self-Esteem: A score of 16-25 was considered average self-esteem.

Low Self-Esteem: This refers to a person's negative perception of self and life in general. In this study, a score of 1-15 was considered low self-esteem.

Mixed Day Schools: Day schools that admit boys and girls.

Perceived Academic Performance: Perceived academic performance refers to how students evaluate their own academic abilities and achievements. Examination score based on School grading system (High=70 and above Marks, Average=50-69, Marks , Low = below 50%)

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The chapter presents the background of the study, the statement of the problem, and the purpose of the study. It also includes the objectives of the study, research questions, hypotheses, significance of the study, scope, and delimitations, and assumptions of the study. It ends with the chapter summary.

Parental attachment plays a foundational role in shaping an adolescent's emotional, social, and academic trajectory. First introduced by John Bowlby (2014), attachment theory suggests that early emotional bonds formed between a child and their caregiver form the basis for the child's social and emotional development. These attachments influence how adolescents perceive themselves, regulate their emotions, and navigate academic challenges. The types of parental attachment—categorized as secure, anxious, and avoidant—carry significant implications for an adolescent's capacity to develop self-esteem and perform academically (Mikulincer & Shaver, 2013).

In the context of education, self-esteem has been consistently identified as a key determinant of academic success. Adolescents who experience secure parental attachments are more likely to develop positive self-esteem, which enhances their motivation and ability to engage with academic tasks (Fang, 2016). Self-esteem is defined as an individual's overall evaluation of their worth, and it plays a crucial role in shaping behaviours and attitudes towards learning (Rosenberg, 1965). High self-esteem allows students to set realistic academic goals, persevere through challenges, and maintain resilience in the face of failure. In contrast, adolescents with low

self-esteem, often resulting from insecure attachment, may avoid academic tasks out of fear of failure or because they lack confidence in their abilities (Migunde, Othuon, & Mbagaya, 2016).

In Kenya, education is a primary vehicle for social and economic mobility, with academic success being pivotal for future opportunities. However, students in rural areas, such as Masinga Sub-county in Machakos County, often face additional socio-economic and psychological challenges that negatively affect their academic performance. These challenges include long distances to school, limited access to educational resources, and, critical, emotional and psychological barriers stemming from inadequate parental involvement. This study explored the relationship between types of parental attachment, levels of self-esteem, and perceived academic performance among students in mixed-day secondary schools in Masinga Sub-county. By investigating this relationship, the research aimed at deepening the understanding of how familial and emotional factors shape academic outcomes in rural Kenyan settings.

1.2 Background of the study

The relationship between parental attachment and academic performance has been widely studied in Western contexts, but research in rural African settings remains scarce. In many African societies, parenting practices can be shaped by socioeconomic conditions, cultural norms, and extended family systems (Lemay, 2016). In Kenya, rural communities like Masinga Sub-county face unique challenges, including poverty, limited access to health and educational services, and traditional expectations regarding parental roles. These factors may affect the quality of emotional support that parents can provide to their children, which in turn influences their children's academic performance.

Education is highly valued in Kenya, where national examinations like the Kenya Certificate of Primary Education (KCPE) and the Kenya Certificate of Secondary Education

(KCSE) serve as benchmarks for academic achievement. However, many students in rural areas underperform in these national exams, and the root causes of their poor performance are multifaceted. Socio-economic constraints often prevent parents from being physically or emotionally present in their children's lives, as many are preoccupied with agricultural labour or other forms of manual work to support the family (Oboth, 2018). This lack of parental involvement is not only physical but also emotional, potentially leading to insecure attachment styles that manifest in low self-esteem and disengagement from schoolwork.

Mixed-day Day secondary schools in Masinga sub-county in Machakos county admit boys and girls. Most of these students are admitted with lower qualifications than those admitted to County or National schools, and this may contribute to low self-esteem. There are 27 such schools in the Masinga sub-county with a population of 4796 students (Masinga sub-county Education Office, 2024). Most of the student's performance is below average with a GPA of 5.00 and below.

Parental attachment theory, originally proposed by Bowlby (2014), has since been extended by researchers such as Ainsworth (1989), who emphasized the importance of early caregiver-child interactions in shaping later emotional development. Children who experience secure attachment, where their emotional needs are met consistently, are more likely to develop strong self-regulation skills and a positive sense of self. In contrast, children with insecure attachments, characterized by inconsistency or neglect, may develop patterns of avoidance, anxiety, or emotional detachment (Mikulincer & Shaver, 2013).

Self-esteem plays a mediating role between parental attachment and academic performance. Adolescents with secure attachments tend to view themselves positively, which enhances their capacity for academic engagement and resilience (Hendricks et al., 2015).

Conversely, low self-esteem, often a result of insecure attachment, can lead to academic withdrawal, anxiety, and avoidance of challenging tasks. Research conducted by Migunde, Othuon, and Mbagaya (2016) in Kenya found that students with high self-esteem performed better academically than their peers with low self-esteem, further highlighting the importance of emotional factors in educational outcomes. This study is situated within the broader framework of understanding how emotional and psychological factors contribute to academic success. By focusing on the interplay between parental attachment, self-esteem, and academic performance in rural Kenya, the research aims to address the gap in the literature and provide insights into how educators and policymakers can support students in achieving better academic outcomes.

Attachment is the inclination to form intensely emotional and loving ties to particular others (Bowlby, 2014). Rabbani et al., (2014) postulate that parental attachment is the incessant affectionate and enduring bond of strong intensity that exists between the parent and the child in the course of parenting. Attachment styles may be categorized as secure, anxious, and avoidant (Mikulincer & Shaver, 2013). Some key elements of secure parental attachment comprise comfort, safety, and support for an individual from childhood (Gaik et al., 2013). Parental attachment is a necessary foundation in self-esteem development. Secure parental attachment is developed by parental presence and involvement while imparting values and providing security. This gives confidence and enhances the development of high self-esteem while at the same time improving overall performance for the individual. According to Fang (2016) high self-esteem and secure parental attachment are crucial in boosting academic performance.

One of the early proponents of self-esteem, Rosenberg (1965) describes self-esteem as the overall positive or negative attitude towards oneself; this means; the extent to which an individual respects and believes in themselves to be valuable; self-accepting, and self-respecting. Lim and

Lee (2017) further argue that self-esteem is the evaluation of an individual's beliefs, as well as attitudes toward one's abilities and values. Self-esteem is a psychological attribute that assists adolescents overcome stressors such as anxiety, depression, and physical, psychological, and social stress. It also helps improve game performance and alleviates the stress of athletic and academic performance. Various factors may influence self-esteem, these include: environment, age, gender, genetics, health, self-comparison, and parental attachment and involvement (Joeng et al., 2017)

An individual can have either high or low self-esteem. High self-esteem is the positive self-evaluation, of a self-accepting attitude and life as a whole, while low self-esteem is a person's negative perception of oneself and life in general, Rosenberg, M. (1965). Some indicators of high self-esteem include; openness to criticism, accepting mistakes, comfort with one's physical appearance, positive attitudes towards life, belief in one's abilities, and rejecting manipulative attempts of others. Individuals with low self-esteem may exhibit feelings of failure, uselessness, lack of self-confidence, inability to cope with one's poor performance, and feeling inferior to others. They are easily irritated, and have a tendency to engage in addictive or avoidance behaviour, they struggle to say no and often engage in self-defeating thoughts (Kang'ori & Nyutu, 2016). Adolescents with high self-esteem are more likely to perform better and have more self-confidence than those with low self-esteem. They are more goal-oriented and work fervently towards achieving their goals (Migunde, Othuon & Mbagaya, 2016).

A study was conducted in China by Wanfen, Chen, et al. (2017) aiming to establish whether the relationship between adolescents' paternal and maternal attachment and life satisfaction was mediated by perceived social support and self-esteem and to identify which mediator had a stronger indirect effect. The Inventory of Parent and Peer Attachment (IPPA),

Multidimensional Scale of Perceived Social Support (MSPSS), Rosenberg Self-Esteem Scale (RSES), and Satisfaction with Life Scale (SWLS) were distributed to 1835 Chinese adolescents (nearly 50% male; 51% female in junior-high school; aged 10–20 years, $M = 14.831$ years, $SD = 2.923$) from seven provinces. Descriptive statistics, regression, correlation, and mediation analyses were conducted to test the hypotheses. The results showed that perceived social support and self-esteem partially mediated the relationship between paternal and maternal attachment and life satisfaction. In addition, the indirect effect of perceived social support was stronger than that of self-esteem. These findings perhaps provide insight into the preliminary effect of parental attachment on life satisfaction among Chinese adolescents. However, this study did not investigate the relationship between parental attachment, self-esteem, and academic performance.

Education plays a vital role in the growth of human society, and this facilitates the possibility of societal development through the utilization of acquired knowledge and skills (Afen et al., 2022). Studies have pointed to Parental attachment and self-esteem are crucial factors that contribute significantly to academic performance among students. Egwurugwu et al. (2017) postulate that high self-esteem is one of the fundamental factors contributing to students' good academic performance. Kaur (2018) found that students with Low self-esteem also recorded poor academic performance. Both parental attachment and self-esteem are significant factors that determine a student's academic performance.

Academic performance, as defined by Obi (2020), is the result of learning made possible by the teacher (Bhagat 2013). A subject's grade point average (GPA) is used to evaluate students based on the different levels of expertise they demonstrate in their topics. Poor academic performance may lead to maladjusted behaviour and eventual drop-out from school due to overwhelming feelings of shame from failure. Mbagaya et al.(2016) postulate that Students with

secure parental attachment and high self-esteem will avoid decisions that will negatively affect them even in the event of poor performance in school.

In Pakistan, Shahzadi and Ahmad (2014) conducted a study among 300 college students, to assess their school academic performance. The Percentage of female respondents (68.7%) was higher than the male respondents (31.3%). Report on reasons for poor academic performances indicated that 9.7% left school because of financial problems, 17% performed poorly due to lack of parental involvement in their academic activities, 11% performed poorly due to lack of interest, 8.7% of the students failed examination consequent to lack of academic ability, 34% of the students performed poorly due to some other reasons. The study showed that other factors that contributed to poor academic performance included: poor family income, neglectful parenting, low self-esteem, and poor learning skills.

Similarly in India, research was conducted by Gajghat (2017) to identify significant factors that influence students' academic performance. The study showed identified 48 factors that influence academic performance and parental support and involvement, self-esteem, individual personality, and school environment were among the factors responsible for poor academic performance among students. In the UK, Ansari and Stock (2015) in their study of 380 students, which investigated the wellbeing of students and academic performance, found that despite the remarkable academic achievement by the students, some challenges were affecting academic performance. These included: substance abuse, low self-esteem, absence of parents, poor nutrition, negative attitude towards school, suicidality, violence, and sedentary behavior. Lack of parental attachment was also one of the contributory factors to poor school performance (Afen et al., 2022).

In Nigeria, Obi (2020) carried out a study to assess the influence of parental attachment on students' academic performance in secondary schools in Kaduna state. The study was carried out

among 540 public secondary school students including the parents and teachers. It involved students between the ages of 10-14 years and 15-19 years. The sub-variables of this study included parent-child communication, parental involvement in school activities, parental provision of school needs, and parental protection. Findings indicated that parents play a fundamental role in the academic performance of their children. Among the participants, 88 were found to have insecure parental attachment and had a mean score of 1.85 in their academic performance, while 12 students, who had secure parental attachment had a mean score of 3.00 in their academic performance. The study also showed that poorly performing students also had indications of low self-esteem and insecure parental attachment. The participants of this study comprised students, parents, and their teachers. The study also could not establish the relationship between parental attachment, self-esteem and academic performance among students. This gap further gave credence to this current study as it aimed at investigating the relationship between parental attachment, self-esteem, and Academic performance among students in Mixed Day Secondary Schools in Masinga Sub-county in Machakos County, Kenya.

In Kenya, Oboth (2018) conducted a study among 319 students in Nairobi to establish the relationship between stress levels, depression, and academic performance. The study showed that stress interfered with students' cognitive, physical, and emotional states. Students who lacked stress management skills succumbed to depression, and this invariably affected their academic performance, lowered their self-esteem, and impacted negatively their psychosocial engagements. Other variables included poverty, anxiety, stress, lack of sufficient presence of parents, health issues, depression, poor study habits, lack of proper time management, distraction from peers, alcohol and substance use, and poor teaching methods. The study was conducted among students in college, and it was focused on stress levels, depression, and academic performance. The present

study will focused on students in secondary schools, and it investigated the relationship between parental attachment, self-esteem, and Academic performance among students in Mixed-day secondary schools Masinga sub-county in Machakos County, Kenya.

The various studies identified interesting findings. They point to the proposition that parental attachment and self-esteem are key factors that contribute significantly to academic performance. The studies were, however, conducted among different populations, and also in other geographical locations. They did not directly articulate the relationship between types of parental attachment, self-esteem, and academic performance among students in the Masinga sub-county in Machakos County, Kenya. This current study is set to fill this gap.

1.3 Statement of the Problem

Parental attachment and self-esteem are critical psychological factors that contribute significantly to good academic performance (Veiga, 2015). The absence of these psychological factors may hurt academic performance. In the USA, Fuentes et al. (2015) posit that parental absence and negligence of their adolescent may contribute to diminishing adolescent's self-esteem, and this hurts their academic performance, and may also impair their psychosocial competence and emotional regulation. Secure attachment has been shown to foster higher self-esteem and better academic performance, while insecure attachment can lead to emotional difficulties, low self-esteem, and academic disengagement (Mikulincer & Shaver, 2013). However, little is known about how these dynamics play out in rural Kenya, where students face additional challenges related to poverty, limited access to resources, and traditional family structures

A study carried out in Instabul by Kocayörük (2015) explored the link between adolescents' attachment to their parents and their feelings of school alienation, considering the mediating roles of adjustment and self-esteem. It proposed that parental attachment influences

adjustment and self-esteem, which in turn affect school alienation. A total of 227 students completed surveys on these topics. The findings supported the idea that secure parental attachment is linked to better adjustment and self-esteem, which reduce feelings of school alienation. Adjustment and self-esteem were crucial mediators in this relationship. The study highlights the roles of teachers and school counsellors in helping students and parents improve social functioning at school and did not show the relationship between parental attachment, self-esteem, and academic performance.

Ramsdal et al. (2015), in South Africa, set out to review the literature on the relationship between caregiver-child attachment and academic performance, including attachment studies from preschool years, seeking out potential contributions to academic performance and the dropout process. The assumption was; that poor academic performance was a contributing factor to school dropout. The review was organized according to a model of four main mediating hypotheses: the attachment-teaching hypothesis, the social network hypothesis, the attachment-cooperation hypothesis, and the attachment self-regulation hypothesis. The results of the review are summed up in a model. There is some support for all four hypotheses. The result indicates that attachment and early care contribute significantly to the dropout and graduation processes. The study however did not establish the relationship between parental attachment, self-esteem and academic performance among students in secondary school.

Another study was carried out in Kenya by Gitumu, (2018). The purpose of this study was to find out whether there is a significant difference in self-esteem levels of orphans and non-orphans in Kirinyaga and Nyeri Counties, Kenya. This study was guided by Bowlby's theory of attachment. The study adopted a survey, utilizing a casual comparative research design, and a population of 58,448. The sample size of 400 students was selected using Simple random and

purposive sampling methods. The finding in this study showed that the self-esteem of the orphans was lower than that of non-orphans. However, this study was conducted among orphans and in a different county. It also did not establish the relationship between Parental attachment, self-esteem, and academic performance.

Academic performance refers to the extent to which students achieve their educational goals, often measured through assessments, examinations, and various educational metrics. The mission of the Kenya Ministry of Education is to promote and coordinate quality education, and to educate students holistically to expedite their intellectual and personal development (MoE, 2023). Despite the efforts of the Kenya Ministry of Education to promote as well as coordinate quality education, many factors have been identified that hinder this noble goal from being realized. Some of the factors include a high rate of poverty in families, anxiety, low self-esteem, stress, health problems, poor study habits, lack of proper time management skills, fear of teachers, a distraction from peers, alcohol and substance use, dysfunctional families and lack of parental bonds. Also, Oboth (2018) in his study in Kenya revealed that stress and parental absence were some of the contributory factors to poor academic performance among students in secondary schools.

In Kenya, academic performance is measured by the Kenya National Examinations Council. Kenya Certificate of Primary Education (KCPE) is administered at the end of primary school (Standard 8), KCPE evaluates students' proficiency in subjects like Mathematics, English, Kiswahili, Science, and Social Studies. Kenya Certificate of Secondary Education (KCSE) is administered at the end of secondary school (Form 4). KCSE assesses students in various subjects and determines eligibility for tertiary education (KNEC Official Website,2024)

Academic Performance is measured using Grade Point Average (GPA). The Kenya Certificate of Secondary Education (KCSE) grading system is based on a 12-point scale, ranging from grade A to E. Each grade corresponds to a specific number of points, which are used to calculate the overall grade point average (GPA) for university and college admissions. Examinations performance is graded as follows: an "A" corresponds to 12 points and marks between 81 and 100, an "A-" is 11 points for marks between 75 and 80, a "B+" is 10 points for marks between 70 and 74, a "B" is 9 points for marks between 65 and 69, a "B-" is 8 points for marks between 60 and 64, a "C+" is 7 points for marks between 55 and 59, a "C" is 6 points for marks between 50 and 54, a "C-" is 5 points for marks between 45 and 49, a "D+" is 4 points for marks between 40 and 44, a "D" is 3 points for marks between 35 and 39, a "D-" is 2 points for marks between 30 and 34, and an "E" is 1 point for marks between 0 and 29. Each subject a student takes is graded according to the above scale. The points for each subject are summed up. The total points are divided by the number of subjects to determine the mean grade, which is then translated back into the 12-point scale to get the final overall grade (KNEC, 2024)

Despite significant efforts to improve educational outcomes in Kenya, students in rural areas, including Masinga Sub-county, continue to underperform academically. Various factors have been identified as contributing to this issue, including socio-economic challenges, limited access to educational resources, and the psychological impact of parental neglect or emotional unavailability (Masinga Sub-county Education Office, 2023). While the role of socioeconomic factors in academic performance has been widely acknowledged, less attention has been given to the emotional and psychological dimensions of academic success, particularly the influence of parental attachment on self-esteem and academic outcomes. The problem, therefore, is that many students in mixed-day secondary schools in Masinga Sub-county are not reaching their academic

potential, and this may be linked to underlying emotional and psychological factors related to their attachment to parents. This study seeks to investigate the relationship between types of parental attachment, levels of self-esteem, and perceived academic performance among students in these schools. No previous study had been conducted in the Masinga sub-county to investigate the relationship between parental attachment, self-esteem, and academic performance among students in Mixed-day Secondary schools. By addressing this gap, the research aims to provide valuable insights that can inform interventions aimed at improving students' emotional well-being and academic outcomes.

1.4 Purpose of the Study

The primary purpose of this study was to explore the relationship between parental attachment styles, levels of self-esteem, and perceived academic performance among students in mixed-day secondary schools in Masinga Sub-county, Machakos County. Specifically, the study set out to identify how secure, anxious, and avoidant attachment styles influence students' self-esteem and academic performance. By examining these relationships, the research provided insights into the socio-emotional factors that contribute to academic success or failure in rural Kenyan contexts.

This study was grounded in the belief that addressing emotional and psychological barriers to academic success is as important as addressing socio-economic and infrastructural challenges. By focusing on parental attachment and self-esteem, the research aims to generate actionable insights that can inform educational policies, parental involvement strategies, and school-based interventions to support students in achieving their full academic potential.

1.5 Objectives of the Study

This study was grounded on one general objective and four specific objectives.

1.5.1 General Objectives

The general objective of this study was to investigate the relationship between types of parental attachment styles, levels of self-esteem, and Perceived academic performance among students in Mixed-day Secondary Schools in the Masinga sub-county in Machakos County, Kenya.

1.5.2 Specific Objectives

The specific objectives of this study were:

- I. To identify types of parental attachment styles among students in Mixed-day secondary schools in Masinga Sub-county in Machakos County, Kenya.
- II. To examine the levels of self-esteem among students in Mixed-day secondary schools in the Masinga sub-county in Machakos County, Kenya.
- III. To measure the levels of Perceived Academic performance of students in Mixed-day secondary schools in the Masinga sub-county in Machakos County, Kenya.
- IV. To establish the relationship between Types of Parental attachment styles, Levels of Self-esteem, and Perceived academic performance among students in Mixed-day Secondary schools in Masinga sub-county in Machakos County, Kenya.

Research Questions

- I. **What are the types of parental attachment styles among students in Mixed-day Secondary schools in the Masinga sub-county in Machakos County, Kenya?** This question seeks to identify the prevalence of secure, anxious, and avoidant attachment styles among the student population. Understanding these attachment patterns is essential for determining how they influence students' emotional and academic development.

- II. **What are the levels of self-esteem among students in mixed day Secondary schools in the Masinga sub-county in Machakos County, Kenya?** Self-esteem is a crucial psychological factor that affects academic performance. This question aims to assess whether students have high, low, or moderate self-esteem and to understand how these self-esteem levels impact their academic engagement and achievement.
- III. **What are the levels of Perceived academic performance among students in Mixed-day Secondary schools in the Masinga sub-county in Machakos County, Kenya?**

Perceived academic performance refers to how students evaluate their own academic abilities and achievements. This question seeks to explore students' self-perceptions of their academic performance and how these perceptions correlate with their attachment styles and self-esteem.

- IV. **Is there a relationship between Parental attachment, Self-esteem, and Academic performance among students in Mixed-day Secondary schools in Masinga sub-county in Machakos County, Kenya?** This question is central to the study and aims to investigate how the type of parental attachment influences both self-esteem and academic performance. By exploring these relationships, the research will provide insights into the emotional and psychological factors that contribute to academic success or failure.

1.7 Significance of the Study

The significance of this study lies in its potential to contribute to the broader understanding of how emotional and psychological factors, particularly parental attachment and self-esteem, influence academic performance in rural Kenyan contexts. While much research has focused on

the socio-economic barriers to academic success, this study emphasizes the importance of emotional and psychological well-being in shaping students' academic trajectories.

For students, the study's findings could provide insights into how their emotional relationships with their parents affect their self-esteem and academic performance. By understanding the role of parental attachment, students may be better equipped to seek emotional support and engage in school activities that enhance their self-esteem and academic success.

For parents, the study offers valuable information about the impact of their emotional availability and involvement on their children's academic performance. Parental workshops and counselling programs could be developed to help parents foster secure attachments with their children, thereby promoting academic success.

For teachers and school administrators, the research provides insights into how emotional factors such as self-esteem and parental attachment influence students' academic engagement. This could inform the development of school-based interventions, such as counselling programs or peer support initiatives, aimed at improving students' emotional well-being and academic outcomes.

For policymakers, the study highlights the need to incorporate emotional and psychological well-being into educational policies and programs. By promoting parental involvement and supporting students' emotional development, policymakers can help create a more holistic approach to improving educational outcomes in rural areas

Parents-Teachers Associations: The study may also promote teamwork between teachers, parents, and students. It could also improve communication and improve relationships within the school community.

Researchers: This refers to the importance of research, and the unique contribution of the research to specific individuals or entities (Crewell, 2011). This study could be important in helping since it is the first to be conducted among Mixed-day secondary schools in the Masinga sub-county in Machakos County, and could open doors for further investigations in this area.

1.8 Scope and Delimitations of the Study

A study scope is seen as the extent to which a study will be explored and the specific elements to be covered in a research project. Delimitation of the study entails the boundaries of the research in terms of geographical location, and the study population among other inclusion characteristics (Kothari, 2013). The study was conducted on mixed-day Secondary Schools in the Masinga sub-county in Machakos county Kenya with a study population of about 4796 students. It was confined to three variables; parental attachment styles, self-esteem levels, and Perceived academic performance. It was based on one general objective and four specific objectives. The study was conducted among students aged 13 to 18 years and it did not include boarding schools or private schools, as the focus is on the specific socio-economic and psychological dynamics present in Mixed-day secondary schools. Additionally, the study is limited to Masinga Sub-county and does not extend to other regions of Kenya, which may have different socioeconomic conditions and educational challenges.

1.9 Assumptions of the study

Several key assumptions underpin this study:

1. It is assumed that the students will provide honest and accurate responses to the questionnaires used to measure parental attachment, self-esteem, and academic performance.

2. It is assumed that students' perceptions of their academic performance will reflect their actual academic abilities and achievements.
3. It is assumed that the parental attachment styles reported by students are an accurate reflection of the emotional dynamics in their families.
4. The study assumes that the instruments used to measure parental attachment and self-esteem are valid and reliable for the Kenyan context.

1.10 Chapter Summary

This chapter gave a general background of the study from global, regional, and local perspectives. It articulated the statement of the problem, the purpose of the study, objectives, significance of the study, scope, and delimitations, and the assumptions of the study. The next chapter focuses on a literature review.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter focuses on a theoretical literature review appropriate for the study. An empirical literature review is carried out in line with the objectives of the study, followed by the conceptual framework and the chapter summary. It reviews the theoretical and empirical literature on the relationship between parental attachment, self-esteem, and academic performance. The review integrates both global studies and research specific to African contexts, particularly Kenya, to provide a comprehensive understanding of how these variables interact in rural settings like Masinga Sub-county, Machakos County

Research consistently shows that Parental attachment, self-esteem, and academic performance are interconnected variables that play a critical role in adolescent development. Attachment theory, pioneered by John Bowlby (1969), emphasizes the lasting impact of early emotional bonds on an individual's socio-emotional and cognitive development. This theory has been extended to educational contexts to examine how different attachment styles—secure, anxious, and avoidant—affect students' academic performance. Adolescents who experience secure attachments generally display better emotional regulation, self-esteem, and academic motivation, while those with insecure attachments face greater challenges in these areas (Mikulincer & Shaver, 2013).

2.2 Theoretical Literature Review

In this section, the researcher discusses the theories informing the study which are: Maslow's theory of need and Bowlby's attachment theory.. These theories were chosen because

they provide comprehensive insights into the emotional, psychological, and developmental factors that influence academic performance, particularly in adolescents. Together, they highlight the role of secure relationships, emotional well-being, and the fulfilment of fundamental needs in shaping academic outcomes.

2.2.1 Maslow's Theory of Need

Abraham Maslow's hierarchy of needs (1943) provides a complementary framework for understanding the role of emotional security in academic success. Maslow posited that human motivation is driven by the need to fulfil a hierarchy of needs, beginning with physiological needs (e.g., food, water, shelter) and progressing to higher-order psychological needs such as love, belonging, esteem, and self-actualization. Needs are significant because they reveal an individual's inner state of mind and its subsequent outward expression. Tensions may arise when needs are not met. Consequently, tension makes room for action, and action leads to the achievement of a goal.

Human needs, according to Maslow, are dynamic and always evolving. He explained that unmet needs act as a magnet, compelling people to take action to satisfy them, and if, for some reason, these needs are not met, an individual may develop maladaptive behavior. According to Maslow, safety needs come before esteem needs. An individual must first feel secure, physically, emotionally, and psychologically before they can aspire to satisfy esteem needs such as academic achievements. He argues that human beings require both internal self-respect and external esteem. The satisfaction of the various stages of need is necessary for a person to develop a higher level of self-actualization. The crux of the theory is that basic needs must be met before an individual can become motivated to achieve higher-level needs. Maslow in his hypothesis articulates five basic

needs which are: physiological needs, safety needs, social needs, self-esteem needs, and the need for self-actualization (Trivedi & Mehta, 2019).

According to Maslow (1954), the first set of needs are physiological or biological, they are the intrinsic needs for sustaining human life. These needs comprise food, shelter, clothing, water, rest, air, sleep, and sexual satisfaction. These basic human needs lie at the lowest level in the hierarchy of needs since they have priority over all others. The physiological needs cannot be postponed for long, and until they are met, other needs can hardly be met. The second need is the need for safety. Human beings do not only desire to have their physiological needs met but they also need to feel safe and protected from any harm. The need for safety and security is intrinsic. This need is crucial for the preservation of life and properties and guard against attacks either from people or animals (Deckers, 2018). Third in the hierarchy is the need for love and belonging Maslow (1954). Humans are social creatures by nature, and they require interaction and socialization from other members of their species. Socialization influences behaviors in reaching out to other humans. There is the intrinsic craving to be loved, and cared for, by others.

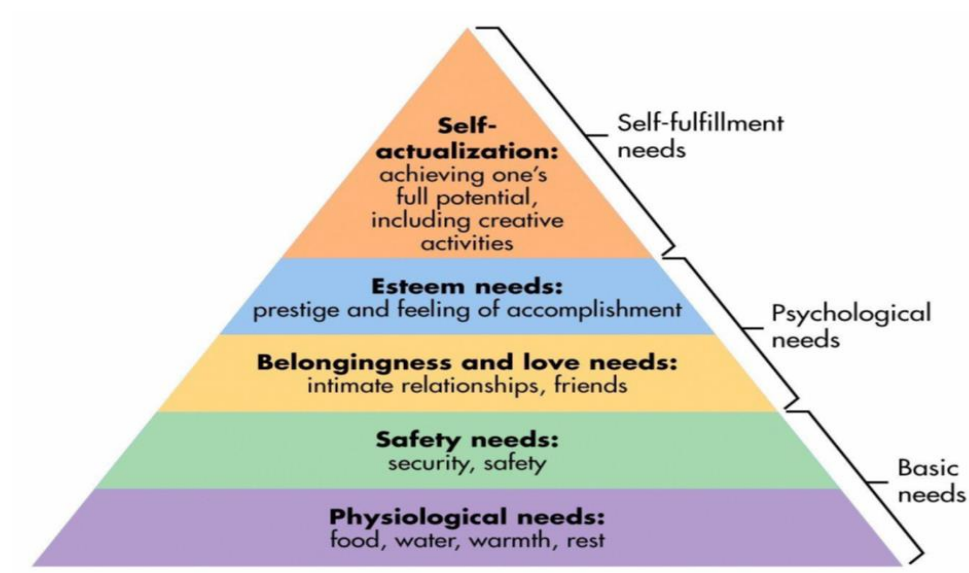
Next in the hierarchy of needs is self-esteem. According to Maslow, esteem need drive people to pursue their goals in life. These needs fall under two categories; those related to competence, respect, confidence, and self-worth, and those related to status, reputation, acknowledgment, and praise from others. This is a form of inflated self-importance that must be appeased (Maslow, 1987).

On top of the pyramid is the need for self-actualization. This is a need for growth. To be happy in the end, human beings need to strive to contribute towards the ultimate progress of society. Humans want to become everything that they can be and want to use their abilities to the fullest.

A human being wants to be challenged and to do something exceptional in their life or in their field of expertise. Even though self-actualization is possible for everyone, many people never get to this stage(Maslow, 1987).

In the figure below, Maslow categorizes the hierarchy into 2 distinguishable levels: levels 1, 2, and 3 (lower-order needs level) and levels 4 and 5 are the higher-order needs level (Maslow, 1987).

Figure 1: Maslow Hierarchy of need



Maslow's Hierarchy of Needs

Source: Deckers (2018).

The first level of needs is deficiency needs (D-needs), while the upper level is known as growth or being needs (B-needs). D-needs emerge because of certain deprivation and this pushes people to satisfy their unmet needs. The longer the needs go unmet, the more determined the desire to satisfy them (Maslow, 1954). Therefore, parental attachment is a D-need and will determine how an individual progresses toward attaining self-esteem growth. Students who have secure parental attachment and parental presence have a likelihood of developing high self-esteem. A student

who struggles with self-esteem may not function optimally in social, intellectual, and academic settings. Being confident and with secure parental attachment is essential for both academic success and meaningful engagement in school activities (Trivedi & Mehta, 2019). Malsow's theory focuses on the hierarchy of needs in human life, and lack of such needs may lead to deficiency. The theory hardly explained attachment as a D-Need and its importance in human growth and development. Therefore, this study further employs Bowlby's attachment theory to enlighten on attachment between adolescents and their parents and how Parental Attachment can contribute to their children's self-esteem.

In the context of education, students must have their lower-level needs met before they can engage fully in academic tasks. Adolescents who lack emotional security, whether due to insecure parental attachment or socio-economic hardships, may struggle to focus on schoolwork because their primary concerns lie in unmet emotional or physiological needs (Maslow, 1954). Maslow's theory suggests that the need for love and belonging—which is closely linked to secure parental attachment—must be satisfied for students to develop a healthy sense of self-esteem and academic motivation.

2.2.2 John Bowlby's attachment theory

Bowlby (2014) is credited with popularizing the theory of attachment, describing it as the inclination to form intensely emotional and loving ties to particular others. His studies in psychology led him to become passionate about working with children, and he studied to pursue a profession as a child psychiatrist. According to Au et al. (2020), and Bowlby, (1957), humans have an innate need to form bonds with others and are predisposed to doing so through their relational experiences.

Ainsworth and colleagues in the late 1950s and early 1960s started systematically studying parent-infant behaviors after separation. They sought to comprehend the profound distress that kids go through when they are taken away from their primary caregivers. Some infants would cling, cry, and as well as try to find a way of blocking the possibility of separation. Despite the seeming primitiveness of the infant's reactions, Ainsworth (2015) observed that the reactions are global and have a purpose. These are adaptive reactions to being separated from someone who offers care, safety, and support, among other things that are essential for life.

Attachment styles are typically classified into three categories: secure, anxious-ambivalent, and avoidant (Ainsworth et al., 1978). Secure attachment is characterized by a caregiver who is consistently responsive to the child's needs, fostering a sense of security and confidence. Children with secure attachments are more likely to explore their environment, develop problem-solving skills, and approach academic tasks with curiosity and resilience. Research by Mikulincer and Shaver (2013) supports the view that securely attached individuals are better equipped to cope with stress and exhibit higher levels of academic motivation. Chung (2014) states that secure attachment fosters trust, a sense of emotional closeness with other people, a readiness to talk about and work through new problems in life, and the comfort of being near someone.

Anxious-ambivalent attachment arises when a caregiver is inconsistent in their emotional availability, leading the child to become preoccupied with the caregiver's responses. This attachment style is associated with heightened anxiety, dependence on others for validation, and difficulty managing stress. Adolescents with anxious attachments often struggle with academic performance because they are overly concerned with approval from teachers or peers, which can undermine their ability to focus on learning tasks (Bartholomew & Horowitz, 1991).

Avoidant attachment develops when a caregiver is emotionally unavailable or dismissive, causing the child to suppress their emotional needs. Avoidantly attached children tend to avoid close relationships and exhibit emotional detachment, which can translate into academic disengagement. Studies have shown that avoidant adolescents are less likely to seek help when struggling with academic tasks and may experience lower levels of academic achievement due to their reluctance to engage with others or their work (Mikulincer & Shaver, 2013). Ainsworth et al. (2015) argue that the type of attachment style influences how a child behaves when left behind by the mother in a strange environment.

Teenagers develop beliefs about themselves and the world around them based on the type of attachment they have with their primary caregivers. In addition, when a child grows to believe that the people in their environment are deserving of their affection, they are more inclined to apply these expectations to particular relationships that they believe align with that idea. On the other hand, when they perceive any relationship that calls for their emotional intimacy as dangerous they start to feel or think that the people around them cannot be trusted. According to Zilberstein (2014), attachment styles are defined by how teenagers combine these positive and negative ideas about others and themselves.

Anxious attachment is characterized by constant fear of rejection, insecurity, and a feeling of not being appreciated. Teenagers with this attachment style may find it hard to develop deep trust in other people around them; they may feel uncomfortable and even nervous when people get closer to them even when they do not mean any harm. According to Ebrahimi et al. (2014); Groh et al. (2012), the behaviors of teenagers and adults are influenced by childhood attachment styles.

Mikulincer & Shaver (2005) emphasize that secure attachment with parents has lasting positive effects from adolescence into adulthood, including the development of high self-esteem.

Students with secure attachment are more likely to actively engage in class, ask questions, and make contributions without being discouraged by potential mistakes or mockery. Their resilience helps them face academic challenges, resulting in better performance.

In contrast, students with anxious or avoidant attachment styles tend to struggle. They fear ridicule from teachers and peers, which makes them reluctant to ask questions or participate, lowering their confidence and interfering with their self-esteem. Insecure attachment may lead to maladaptive behaviors such as constantly seeking approval or self-alienation. Secure attachment is therefore seen as essential for building self-esteem during childhood and adulthood.

Bolby's Attachment theory provides a useful theoretical framework to complement Maslow's theory of need. It clarifies the role each attachment style plays in an individual's capacity to grow in self-esteem and aspire towards good academic performance. It also provides some insights into the relationship between parental attachment and self-esteem. Given the above explanation, the theory of Need and Attachment theory gives a vivid explanation of two variables of this study which are; parental attachment and self-esteem. The two theories also shed some light on understanding factors that may influence academic performance. The weakness of attachment theory is that it lacks scientific proof since it cannot be tested and verified (Carlson & Sroufe, 2005).

2.3 Empirical Literature Review

In this section, the researcher presents an empirical literature review related to the objectives of the study which are types of parental attachment, levels of self-esteem, Academic Performance, and the relationship between parental attachment, self-esteem and Academic performance respectively.

2.3.1 Types of Parental Attachment among Students in Secondary Schools

Attachment is one of the essential psychological needs for holistic growth among young adults. Parental attachment is an innate human ability that creates strong emotions and relationships with one's caregiver to meet their basic needs. This, in turn, helps them develop a schema that helps in attaining a balanced life (Jeremy, 2014). According to McDaniel et al. (2017), the attachment system asks fundamental questions such as, is the attachment figure nearby, accessible, and attentive? If the perceived answer is yes, they feel secure, safe, loved, and confident to explore, if not, they experience anxiety and despair.

According to Sebastian (2018), the style of attachment is the behavior that occurs between a child and the parents or a caregiver to meet their needs. This helps them develop a way of dealing with the world around them. The intimate bond between the parents and child creates a lasting innate emotional relationship that impacts one's behavior in all endeavors (Gilmore, 2020). Attachment patterns play a role in a student's academic achievement. The type of attachment to the parents is one of the vital factors that contribute to good academic performance among students. The presence of a parental figure provides a secure base that allows interaction with the environment, it provides knowledge, competence, and a balanced relationship. Parental attachment styles are grouped as secure, anxious, and, avoidant (Hasan et al., 2020; Mikulincer & Shaver, 2013).

Attachment is an innate human ability that creates strong emotions and relationships with one's caregiver to meet their basic needs and then develops a schema that helps in interacting with the surrounding environment. Jeremy (2014) argues that attachment is the propensity of human beings to make strong affectionate bonds with significant others. Avoidant attachment in teenagers may be developed due to various factors which may include: parental influence, early emotional neglect, fear of rejection, negative beliefs pertaining to relationships, peer influence, and modern

trends where teenagers tend to distance themselves from parents. If parents themselves have an avoidant attachment style, they may inadvertently model this behaviour to their children. Teenagers learn from their parents' or caregivers' interactions and adopt similar attachment patterns. In addition, it is likely for adolescents who experienced emotional neglect or lack of responsiveness from primary caregivers to develop an avoidant attachment style. When caregivers consistently fail to meet emotional needs, the teenagers may learn to rely on themselves and as well avoid seeking closeness with others. According to Fraley and Shaver (2000), teenagers with avoidant attachment fear rejection from others. Poor academic performance may also contribute to avoidance for fear of being reprimanded or criticized adolescents tend to suppress emotions, and avoid sharing feelings, while preferring independence over emotional closeness. This fear often stems from past experiences of rejection or emotional unavailability from the parents or caregivers. Avoidant individuals may tend to view other people as untrustworthy and unreliable. They may believe that emotional closeness leads to pain and disappointment, leading them to avoid deep connections with their significant others.

In Spain, a study was conducted by Sheinbaum et al., (2015). The study titled “Attachment Style Predicts Affect, Cognitive Appraisals, and Social Functioning in Daily Life” made use of 206 Spanish young adults. The findings showed that 57.8% of the participants had secure attachment, 22.3% had anxious attachment, and 19.9% were under the category of avoidant attachment. More findings showed that attachment groups did not differ in age or sex. Participants completed an average score of 40.8. The avoidant and secure groups did not differ in their ratings of negative affect, but avoidant participants reported feeling less happy than their secure counterparts. This indicates that individuals with avoidant attachments are more likely to be unhappy than those with secure attachments.

Similarly in the UK, a study carried out by Conde et al. (2011), focused on Attachment Styles and Psychological Adjustment in Couples. The participants of the study were 126. Statistics show that over half of the individuals in the sample had a secure attachment style (58.7%), with a non-significant trend, the women were more secure (65%) as compared to men (52.3%). Anxious attachment style was more prevalent (23.8%; $n = 30$) than avoidant attachment style (17.4%; $n = 22$). Gender differences were found in rates of anxious versus avoidant insecure attachment styles, $\chi^2(1, N = 63) = 9.09, p = .004$. Among the female participants, 28.5% had an anxious attachment style and merely 6.3% had an avoidant attachment style. Of the male participants, 19% had an anxious attachment style and 28.5% had an avoidant attachment style. Hence in the study, men were reported to be twice as likely to have an insecure-avoidant style, while females were 3 times more likely to have an insecure anxious attachment style. Avoidant attachment style was particularly uncommon in the female participants ($n = 4$).

In Nigeria, a study was carried out by Uzochukwu et al. (2022), which investigated parental attachment and personality traits as determinants of social skills among in-school adolescents in Anambra State-Nigeria. The study made use of the correlation research design. The population of the research comprised 8, 237 Senior Secondary 1(SS1) and Senior Secondary 2 (SS2) students from selected secondary schools within Anambra State. The study used purposive as well as simple random sampling techniques to attain a sample size of 2,400 students. Findings showed that 17.7% of the students were under the secure attachment style, 11.2% had a disorganized attachment style, 3.7% came within the anxious attachment style, and 10.5% of the participants were in the avoidant attachment style. However, Kenya is a different society from Nigeria and so the study may not be generalized. This further gave more justification for this present study which focused on the

relationship between parental attachment and self-esteem among students in Mixed-day Secondary School in Masinda sub-county, Machakos County, Kenya.

In Kenya, Polkovnikova (2014) did research that investigated attachment patterns through a qualitative approach among 20 young people in middle and low socio-economic status in Kenya. The results showed that 16 (84%) were securely attached to their mothers and 17 (88%) were securely attached to their fathers. The few who were insecurely attached (16%) in the mothers' category and 12% in the fathers' category featured both avoidant and anxious attachment patterns. The study recommended that to strengthen the generalizability of the findings, a larger sample that includes public and private, day and boarding schools, as well as urban and rural settings, is needed. Additionally, research can be used as a starting point for creating culturally relevant parenting and attachment security.

Similarly, a study was conducted by Owuor and Karega (2020), which examined the relationship between attachment styles and risk for problematic drug use among undergraduate students in selected universities in Kenya. A multi-stage method of sampling was used in the study; this included purposive sampling of the counties with the largest number of public and private universities; stratified sampling of the public and private universities where the study was carried out and randomly sampling to students to participate in the research. The study had a sample size of 400 participants. The findings of the study indicated that 44.3% of the students had a secure attachment style, and avoidant and anxious attachment styles were at 30.8% and 24.7% respectively. The mean (SD) score of the secure attachment style was 8.84 (SD. 2.56), the avoidant attachment style was 5.34 (SD. 3.32), and the ambivalent attachment style was 4.93 (SD. 3.47). The study recommended that counselling psychologists work to establish a therapeutic relationship

that fosters the correction of erroneous attachment style through experiences that help to develop more attachment security between the parents, caregivers, and students.

The various global studies were conducted in different geographical locations and different populations. The study by Uzochukwu et al. was carried out in Nigeria and investigated parental attachment and personality traits as determinants of social skills among in-school adolescents. The study by Conde et al. (2011), was conducted in the U.K. among couples. The study by Polkovnikova (2014) which employed a small sample size of 20 young people in middle and low socio-economic status in Kenya investigated types of parental attachments and made use of the mixed research method. The study of Owuor and Karega (2020), which examined the relationship between attachment styles and risk for problematic drug use among undergraduate students in selected universities in Kenya was carried out among undergraduate students in selected universities in Kenya. These studies did not focus on the relationship between parental attachment types, self-esteem levels, and academic performance. Due to the various gaps highlighted, this current study investigated the relationship between parental attachment types, self-esteem levels, and academic performance among students in Mixed-day secondary schools in Masinga sub-county, Machakos county, Kenya.

2.3.2 Levels of Self-Esteem among Secondary School Students

Self-esteem is the positive evaluation and perception of one's self-worth and value. This encompasses beliefs and feelings about one's abilities, appearance, and achievements (Lim & Lee, 2017). Self-esteem as a psychological need is crucial in students' personal development and academic activities. For students to successfully manage academic hurdles, build strong connections with teachers and classmates, and participate in fruitful learning experiences, a sense of self-worth is vital (Kusum, 2023).

In India, a study was carried out by Kusum (2023), which focused on the self-esteem of government and private secondary school students on educational adjustment. The study utilized a sample size of 100 senior secondary school students in grades 11th and 12th, both boys and girls from government and private schools. The findings of this study indicated that the students had a high level of self-esteem ($M = 28.98$, $SD = 3.79$). More findings further revealed that the male students had a high level of self-esteem, with a mean score ($M = 28.64$, and $SD = 2.72$). The female students had a high score on self-esteem, which ($M = 29.08$, $SD = 4.66$). High self-esteem was found to predict good academic performance (≤ 0.05). The study concluded that higher self-esteem was allied with improved self-confidence and good academic performance, while low self-esteem was found to hinder good academic performance, which contribute to feelings of inadequacy, self-doubt, and social isolation.

In Pakistan, Arshad and Mahmood (2015) conducted a study on self-esteem and academic performance among university students. The sample size of the study was 80 students; 40 male students and 40 female students. Self-esteem among the male students ($N=40$) was ($M = 28.7$, $SD = 4.05$, while the female students had ($N=40$) score average level of self-esteem ($M = 19.4$, $SD = 2.73$). It was observed that teachers, parents, therapists, and others have focused their efforts on boosting self-esteem among the students, based on the assumption that high self-esteem could enhance positive outcomes and benefits in academic performance. These two studies were undertaken in other geographical locations. The study by Kusum (2023) focused on students in government and private secondary schools and the study by Arshad and Mahmood (2015) was conducted on students at the university level, therefore the findings may not be generalized in the Kenyan context, and hence further justified for this current study.

In South Africa, Hendricks et al. (2015), did research that investigated the influences on life aspirations among adolescents in a low-income community in Cape Town. The study utilized a sequential mixed-method exploratory design. The qualitative phase of the study comprised focus group interviews with 118 grade 12 learners attending a school in a low-income community, within the age range of 16–19 years. The quantitative phase had 191 adolescents, of which, 54.45 % were males and 45.55 % were females within the age range of 14–18 years. The qualitative findings revealed that poor parental bonds, substance abuse, lack of role models, and peer influences were some of the factors that were responsible for low self-esteem among some of the adolescents. Quantitative findings showed that some of the adolescents had high levels of self-esteem, with a mean score of ($M = 29.82$, $SD = 5.467$). The study concluded that self-esteem was a significantly stronger predictor of adolescents' aspirations ($b = 0.389$, $p < 0.01$). This study made use of the mixed method of research, and its findings cannot be generalized in the Kenyan context, hence this study set out to will fill this gap by examining relationship between and parental attachment, self-esteem, and academic performance among students in Mixed-day secondary schools in Masinga sub-county in Machakos County, Kenya.

In Kenya, a comparative study of levels of self-esteem among students of single and dual-parent families was carried out by Kinga et al. (2014). This was a case study of students in selected secondary schools in Nakuru Municipality, Kenya. The study adopted the causal-comparative research design, with the target population of 4257 Form 3 and Form 4 students, and utilizing a sample size of 360 participants, from both single and dual-parent families. The findings of the study showed that; students from single parenthood ($N = 180$) had a high mean score on self-esteem ($M = 57.29$), while students from dual parenthood ($N = 180$), also got a high mean score

on self-esteem ($M = 57.73$). However, the study reported that there was no significant mean difference between the two groups ($p\text{-value} > 0.05$).

Another study was conducted in Kenya, by Afen (2022) in which he investigated the correlation between self-esteem and depression among poorly performing students of Africa Nazarene University, Kenya. The participants of the study were 335 undergraduate male and female students. The study employed systematic random sampling. Findings showed that 49.5% of the participants were average in their self-esteem, 43.2% came under high self-esteem, and 7.8% had low self-esteem. It also revealed females had high self-esteem, and the males had average self-esteem. It was stated that for students to be academically viable and to achieve their goals, self-esteem development was extremely essential.

The study by Kinga et al. (2014) was a comparative study that adopted the causal-comparative research design, and it focused on students of single and dual-parent families, while this current study made use of the correlation research design, and specifically focused on assessing the relationship between types of parental attachment, levels of self-esteem and Academic performance among students in Mixed-day secondary schools in Masinga sub-county in Machakos county. The study conducted by Afen (2022) concentrated on university students who were older than the participants of this study, and this further justified the current study which was conducted among secondary school students. It also investigated the relationship between types of parental attachment, levels of self-esteem, and academics among students in Mixed-day secondary schools in Masinga sub-county, Machakos county, Kenya.

2.3.3 Levels of Academic Performance among Students

Academic performance is very crucial for students as it indicates students' grasp of knowledge and skills during the periods of studies. It may also be seen as the outcome of good scores in continuous test assessments, examinations and class presentations during the period of

studies (Afen, 2022). York et al. (2015), posit that academic performance is the extent to which students have achieved their short or long-term educational goals. Some of the factors that contribute to academic performance include personal factors such as intelligence and cognitive abilities. According to Chamorro-Premuzic (2008), students' intellectual capabilities and cognitive skills significantly impact their academic performance, coupled with their intrinsic motivation and their ability to regulate their learning processes play crucial roles.

A study was conducted in Canada by Allison (2019) investigating high school class size and student performance in class. The study used the International Student Assessment. A report from the study revealed that 87% of the approximately 20,000 Canadian participants, who were registered in grade 10, were spread in more than 700 schools. Findings indicated that students (50%) had high scores in academic performance. In the 2015 cycle, most (65%) of the students had the highest score in mathematics. In each of the subject areas, the students' mean scores were higher, which demonstrated a higher academic performance among the secondary school students (Alphonso, 2019).

In Nigeria, a study was carried out by Kolawole (2023) The study examined students' academic performance and self-esteem among senior secondary schools in Obafemi-Owode LGA, Ogun. The sample size of the study was 396 students. The finding of the study revealed that 127 (32%) were at the low level of academic performance, while 73 (18.4%) of the students failed. However, it was further found that 114 (28.8%) of the participants were at the average level of academic performance. The study recommended that teachers and parents should collaborate to foster a welcoming as well as encouraging learning environment where students feel adequately supported and motivated.

Mutodi and Ngirande (2014) In South Africa, called for a keen concern on academic performance among students nationwide. The researchers examined the effect of parental participation on students' academic performance. They recognized the crucial role of a strong positive bond that homes and schools play in the development and education of children at all levels of education. Results from the study demonstrated that despite stressful school as well as the home environments, students had a significant ($df=113$, $t = 52.580$, $p=0.00$) high level of academic performance. The study recommended strong parent-teacher collaboration for students to do well in their academic performance.

A study conducted in Kenya by Gitumu, M. W. (2016) on Parental Involvement and the Development of Self-esteem in Adolescents in Secondary Schools in Kieni West Sub-county. explored the relationship between parental influence, self-esteem, and academic performance among secondary school students in two counties in Kenya. it was noted that approximately 65% of the students with high parental support scored above average in their academics, while only 30% of students with low parental involvement scored similarly. Additionally, 70% of adolescents with high self-esteem reported feeling more motivated and capable of performing well academically

The research indicated that students with high self-esteem, often fostered by parental support and involvement, tended to perform better academically. Conversely, low parental involvement was linked to lower self-esteem and poorer academic outcomes. This highlights the critical role of positive parental engagement and secure attachment in shaping both the self-concept and academic success of adolescents in Kenya.

Another study in Kenya by, Mugambi and Gitonga (2015) explored the relationship between attachment styles and academic performance among adolescents in private secondary

schools in Westlands, Nairobi. The researchers found that 72% of students with secure attachment styles performed well academically, demonstrating strong resilience and social competence. In contrast, only 28% of students with insecure attachment styles showed comparable academic success. The research further indicated that adolescents from affluent but less involved families experienced higher rates of anxiety and academic stress, contributing to poorer performance compared to their securely attached peers attachment to parents was positively associated with better academic outcomes, as students with strong parental bonds exhibited higher levels of resilience and task execution. The two studies carried out in Kenya were in different geographical locations with different demographics. Our study was carried out in the Masinga sub-county in Machakos county, among students in Mixed-day secondary schools.

2.3.4 Relationship between Parental Attachment, Self-esteem, and Academic Performance among Secondary Students

The combined effect of secure parental attachment and high self-esteem can create a supportive and encouraging environment that significantly enhances a student's academic performance. According to Mikulincer (2012), Secure parental attachment provides emotional security and support, while high self-esteem boosts confidence and motivation, leading to a holistic improvement in academic outcomes (Moretti, 2004). The quality of a young adult's interactions with parents and peers can have a substantial impact on their levels of self-esteem and behavior, as they work towards being independent of their primary attachment figures (Rosenberg, 2015). Self-esteem is crucial at any stage of development, especially for teenagers in secondary school. Psychology is becoming more interested in parental attachment since it is thought to be the basis for young people's development of self-worth and emotional control. Having a stable bond with one's parents is strongly linked to having higher self-esteem (Karreman & Vingerhoets 2012;

Wilkinson, 2004). Research by Gnilka et al. 2013; Gamble & Roberts (2005) showed that low self-esteem was found to be common among those who reported insecure attachment.

In Canada, research was conducted by Weva (2018) investigating the development of self-esteem in relation to parental and peer attachment among low-income urban youth. The participants were 59 youths (females = 25, males 29). Multiple linear regressions (one for each domain of self-esteem) analysis was used. According to the findings of the study, among the attachment figures, only father attachment was a significant predictor of perceptions of social competence, with higher scores on father attachment (secure) associated with higher scores on self-esteem ($\beta = .57$, $t = 2.61$, $p = .01$). The study suggested that the parent-child relationship should be particularly emphasized among young adults. Similarly, Shen et al., (2021) conducted a study in the USA titled "a multiple-mediator model of attachment, self-esteem, and psychological distress." The intended number of participants was 2,373 individuals. 1708 (72%) of the participants finished 95% of the questions and were kept for further examination. Of the participants, 1.3% ($n = 25$) did not disclose their gender, 76.2% ($n = 1302$) were female, and 22.3% ($n = 381$) were male. The mean age of the participants was 29.89, ranging from 18 to 89 years old ($SD = 12.44$). A total of 66.3% ($n = 1,133$) of participants described themselves as White/European American, 8.7% ($n = 148$) as African American, 10.2% ($n = 175$) as Asian/Pacific Islander, 2.6% ($n = 44$) as American Indian/Native American, 7.3% ($n = 124$) as biracial or multiracial, 3.6% ($n = 61$) as other race, while 1.3% ($n = 23$) did not specify their identity. Based on the findings of the study, it was shown that attachment (secure) was positively correlated with self-esteem ($r = .38$, $p < .001$) and negatively but significantly correlated with adult attachment anxiety ($r = -.26$, $p < .001$) and avoidance ($r = -.45$, $p < .001$) This indicated the close relationship between attachment and self-esteem development.

In India, Jamil (2020) conducted a study on attachment styles and self-esteem among adolescents. The sample of the research consisted of 180 secondary school students; in which 90 of them were males and 90 were females, with age ranges between 12 to 16 years ($M=13.27$, $SD=1.13$). Findings indicated a noteworthy correlation between secure attachment styles and self-esteem ($r= .118$, $P= .116$), there was a weak positive correlation ($r = 0.016$, $p = 0.826$) between anxious attachment and self-esteem. Also, there was a negative but significant correlation ($r = -0.49$, $p = 0.517$) between avoidant attachment and self-esteem among the participants.

In Iran, Beigi et al. (2022) conducted a study that looked at the relationship between peer and parental attachment and self-esteem prediction in teenagers from a cultural viewpoint. The sample consisted of 314 high school students, of which 161 were female and 153 were male. The average age of the male and female participants was 16.82 and 16.81, respectively. The association between self-esteem and attachment to parents was evaluated using Pearson's correlation coefficient. The findings showed a substantial positive correlation between mother trust and self-esteem ($p<0.01$; $R=0.292$), communication with mother ($p<0.01$; $R=0.241$), trust in father ($p<0.01$; $R=0.195$), communication with father ($p<0.05$; $R=0.119$), trust in peers ($p<0.01$; $R=0.155$), and communication with peers ($p<0.05$; $R=0.120$). Moreover, alienation from peers ($p<0.01$; $R=-0.161$), father ($p<0.01$; $R=-0.198$), and mother ($p<0.01$; $R=-0.268$) were substantially correlated negatively with self-esteem.

This study by Weva (2018) was conducted among low-income urban youth, and it does not directly evaluate the relationship between parental attachment and self-esteem among students, and this further justified this current study. All these studies took place outside the context of Kenya, and as such, results may not be generalized in the Kenya setting.

In Nigeria, a study was done by Obi et al. (2020), examining the influence of parental attachment on students' academic achievement in secondary schools in Kaduna State, Nigeria. Two research questions guided the study. The population of the study comprised 540 public secondary school students, parents, and teachers in Kaduna State, Nigeria. 25 students were randomly sampled from each of the 2 selected schools from the zones. A stratified sampling technique was used to select the population from the subgroups between the age range of 10- 14 years and 15-19 years old. The study sampled 100 students from the target population. The findings of the study showed that parents do understand their role in their children's academic achievement which enhances self-esteem among the students. Additional findings indicated that the level of parents' effective attachment collaboration had a significant difference with the teacher and school management to enhance senior secondary school students' performance, The F-ratio is (161.28) at 99 of 3 and the level of 0.05 at P 0.000. The study suggested that parents through PTA meetings should collaborate with the teachers in motivating students to improve their self-esteem and academic performance. This study examined the influence of parental attachment on students' academic achievement, whereas the current study aimed at investigating the relationship between types of parental attachment, self-esteem and perceived academic performance among students in mixed Day Secondary Schools Masinga in Machakos County, Kenya.

In Kenya, Majimbo (2017) carried out a study on the influence of attachment styles on academic performance of adolescents in high-cost private secondary schools in Nairobi County, Kenya. The study had 4 boys' only schools, 5 girls' only schools and 20 mixed schools. The sample size of the study was 161 students, equivalent to 10% of 6,761 target population. According to the outcomes of the study, Spearman's rank correlation coefficients of attachment style on academic performance indicated that there was a statistically significant inverse relationship

between academic performance and avoidant attachment style ($r=-.203$, $p<.05$), anxious attachment style ($r=-.239$, $p<.05$). Though, the correlation between secure attachment style, although positive, was not statistically significant ($r=.117$, $p>.05$). The author noted that as insecure attachment increased, academic performance declined.

Similarly in Kenya, a study was carried out by Wairimu et al. (2016), which focused on the analysis of parental involvement and self-esteem among secondary school students in Kieni West Sub-County, Nyeri County, Kenya. The study used the mixed methods research design where qualitative and quantitative methodology were combined. Quantitative data was collected from 200 participants selected from 8 schools using a probability sampling method. Qualitative data was collected from 8 participants selected from 8 schools using the purposive sampling method. Also, 36% of these students were in 4 single-sex boarding schools, 40% in day/ mixed schools and 24% in day /boarding mixed schools. The findings of the study revealed that there was a significant and moderate positive correlation between parental involvement and self-esteem among adolescents ($r = .203$, $p = 0.004$), indicating that the more parental involvement increased the higher the self-esteem. More findings also showed a significant correlation between parental attachment and self-esteem among adolescents in secondary schools in the Kieni West sub-county ($p = 0.002$). The study suggested that stakeholders in education needed to identify and understand the psychological needs of adolescents. It was observed that parental involvement can be encouraged by organizing parenting workshops. This was a mixed method of research, whereas, this present study specifically employed quantitative research design.

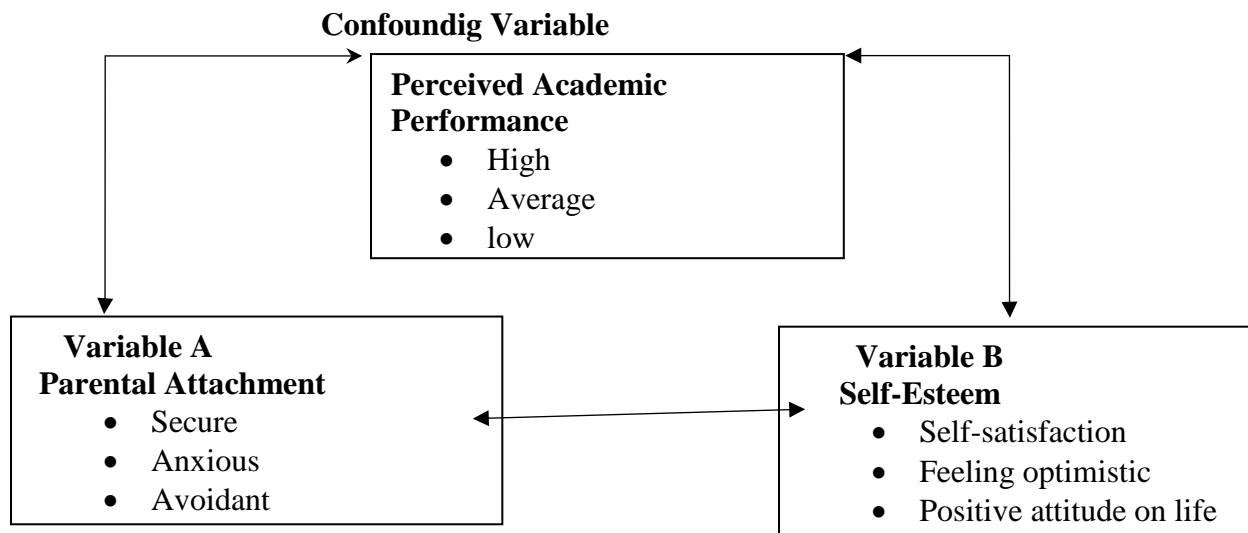
Studies have tended to link parental attachment with the development of self-esteem. However, these studies were conducted in different locations with different demographics. The findings of these studies did not establish the relationship between parental attachment, self-

esteem, and academic performance among secondary school students. The current study set out to fill this gap by investigating the relationship between types of parental attachment, levels of self-esteem, and academic performance among secondary school students in Mixed-day secondary schools in the Masinga sub-county in Machakos County, Kenya.

2.4 Conceptual Frame work

A conceptual framework clarifies and aids in comprehending the topic being studied by attempting to illustrate how the major ideas in research are arranged and how the variables may be impacting one another (Shikalepo, 2020).

Figure 2: Conceptual Framework



Source: Researcher (2024)

As seen in Figure 2, this study comprised three variables: Parental attachment and variable which was self-esteem, and the confounding variable which was Perceived Academic performance. Parental attachment may be categorized into three: secure, anxious, and avoidant. Self-esteem is comprised of the following indications: self-satisfaction, feeling optimistic, having a positive attitude toward life, and feeling like a failure. This study neither investigated parental

attachment nor self-esteem but the possible relationship that exists between parental attachment, self-esteem and academic performance.

2.5 Chapter Summary

The chapter discussed the theoretical literature review for the study, and the empirical literature review was conducted in line with the study's objectives respectively and followed by the conceptual framework. The next chapter focuses on the methodology of the studies.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The chapter provides explanations of the study's epistemology, research design, study location, target population, sampling design, sampling technique, and sample size determination. It also discusses the research instruments, pre-testing of instruments, validity, and reliability. Methods for collecting and analyzing data are also included. The chapter concludes with ethical considerations as well as the envisaged impact of the study.

3.2 Epistemology of the Study

According to Oliver (2010), epistemology is the scientific study of knowledge and the foundations of belief. It is a set of principles that focuses on what qualifies as educational information and how it is acquired, separating it from preconceptions, opinions, and ideologies (Garrow & Hasenfeld, 2015). This quantitative study employed the positivist epistemological approach. This research approach has the advantage of having universal principles and observable facts that may be recorded (Crowther & Lancaster, 2012). The philosophy of positivism is based on the notion that science offers a logical way of discovering truth. This strategy features a high level of structured data gathering and a big sample size, and it uses a quantitative way to gather and measure the data. Collins (2010) argues that positivism believes that factual knowledge is gained through observation and measurement. In light of this epistemological stance, the focus of this study was the relationship between types of parental attachment, levels of self-esteem, and academic performance.

3.3 Research Design

Research design refers to the roadmap used by the researcher to get the objectives of the research. It is the general strategy a researcher selects to integrate several components of the research coherently (Creswell, 2014). This research embraced a quantitative paradigm, where human experiences are reduced to measurable units. The quantitative method deals with numbers (Sahaya, 2017). This research adopted the correlational research design. The technique enabled data collection, processing, presentation, and interpretation while providing some insight into the overall issue (Rose & Shevlin, 2016). The correlational research shows the degree of association between the research variables rather than a causative connection.

3.4 Location of the Study

The study was carried out in Masinga sub-county in Machakos County, one of the counties forming the Eastern Kenya block. Machakos County borders the following counties: Murang'a, Kiambu, and Embu Counties to the north; Nairobi and Kajiado Counties to the west; Kitui County to the east; and Makueni County to the south. Machakos County is located between longitudes 36045' East and 37045' East and latitudes 0045' South and 1031' South. The majority of the 6,281.4 km that the county encompasses is semi-arid. 1,098,584 people are living there, with different population densities in each sub-county. With 56.3% of the county's population under 20, youth make up the majority of the population 74% of the county's family income comes from agriculture (MDDP, 2008-2012). The majority of individuals rely on agriculture as their primary source of income. Additionally, farmers raise small-scale, regional livestock primarily for the production of milk, meat, and eggs. The County receives bimodal rainfall with annual averages of 500 mm and 1300 mm; which are unreliable and unevenly distributed. Masinga sub-county is on the Northern side of Machakos County. It was chosen as an area of study by chance, based on the fact that it has

high and increasing cases of poor academic performance among the students in Mixed-day schools. The research sample population was taken from two schools.

3.5 Target Population

The target population can be viewed as separate components or as individuals sharing the same characteristics from which a study sample is drawn. The target population must have distinct characteristics that allow all the units in the total to be eligible for involvement in the study (Bell et al. (2018), Mugenda & Mugenda, (2003)). The target population for this research was 4796 students in Mixed-Day Secondary School in Masinga sub-county, Machakos County, Kenya. The participants were students from two schools comprising both boys and girls from Form One to Form Four as shown in table 1.

3.6 Sampling Design

This section presents sampling procedures and the sampling technique used, the sample size determination, and the sampling frame.

3.6.1 Sampling frame

According to Kumar (2017), the sampling frame may be seen as the components that make up the population from which a sample is taken. Table 1 presents the sampling frame of this study.

Table 1: Sampling Flame

Class	Target population	Sample size	Participants
Form 1	1216	251	100
Form 2	1210	291	100
Form 3	1178	290	97

Form 4	1192	291	99
Total	4796	1123	396

According to Table 1, the target population for this study were 4796 4 students in mixed-day Secondary Schools in the Masinga sub-county of Machakos County. The sample size was 1123 students from form 1 to form 4, and 396 Participants. Form 1 had a target population of 1216 students, a sample size of 251, and 100 participants. Form 2 had a target population of 1210 students, a sample size of 291 and 100 participants The target population for Form 3 was 1178 with a sample size of 290 and 97 participants. The study population for Form 4 was 1192 with a sample size of 291 and 99 participants. The strata also considered boys and girls proportionately.

3.6. 2 Sample Size Determination

This is the total number of study participants, observational components, or items that a researcher plans to look at to enable results to be extrapolated to a larger population (Bryman, 2016). This study applied the Krejcie and Morgan (1970) formula, to figure out the sample size of the study. It applied a 95% confidence interval and an approximate error of 5%.

$$S = \frac{x^2NP(1 - P)}{d^2(N - 1) + x^2P(1 - P)}$$

Where;

S = stands for the requisite sample size

x^2 = the table value of Chi-square for 1 degree of freedom at the desired confidence level (i.e 3.841)

N= the population size

P= the population proportion (0.50 is used to provide the maximum sample size)

1 – P = estimated percentage of failures

d^2 = square of the utmost allowance for inaccuracy between the true percentage and sample proportion (in the study, it is set at 5%)

Hence, based on the target population of 4796 and applying a 95% confidence interval with an approximate error of 0.05, the results were processed in the calculation as; -

$$\text{Population size (N)} = 4796$$

$$\text{Confidence level (95\%)} \rightarrow Z^2 \cdot d^2 = 3.841$$

$$\text{Population proportion (PPP)} = 0.5$$

$$\text{The margin of error (D)} = 0.0588 \quad s = \frac{4607.45912.94775}{\sqrt{12.94775}} \approx 356$$

Adjustment for 10% Attrition

$$n' = \frac{356}{1 - 0.10} = \frac{356}{0.90} \approx 396$$

Therefore, the required sample size for a population of 4796, including a 10% attrition rate, results in an adjusted sample size of approximately 400.

3.6.3 Sampling Technique

The study utilized a probability multi-stage sampling technique. Initially, clusters were formed based on classes and then by gender. In the second stage, a simple random sampling method was employed, ensuring that each participant in the target group had an equal chance of being selected. According to Douglas (2022), simple random sampling allows researchers to randomly select a subset of individuals from a target population, with each member having an

equal probability of participation. This method is commonly used in quantitative research to determine an appropriate sample size for statistical analysis.

In the first stage, proportionate stratified sampling was conducted, selecting students from each class by gender. In the second stage, random sampling was used to choose participants from each gender subset in proportionate numbers. The sample population was drawn from two schools. Within each class, boys and girls were separated, and the researcher randomly selected participants for each gender group using slips of paper labeled "yes" or "no" from Form One to Form Four. Those who picked "yes" were invited to participate in the study, while those who pick "no" were not involved.

3.6.4 Inclusion and Exclusion Criteria

This study was specifically conducted among students from two Mixed-day schools in Masinga Sub-County in Machakos County, Kenya. The participants were gathered from Mixed-day secondary schools, comprising boys and girls from Form 1 to Form 4, between ages 13-18 years. Based on the exclusion criteria, this study excluded students from boarding schools. Also, this study left out students from one-gender schools.

3.7 Research Instruments

Study instruments are tools that are used to gather data from study participants to address the research problem (Lindlof & Taylor, 2017). The researcher used 3 sets of instruments which are; the Social demographic questionnaire; which includes perceived academic performance, the Rosenberg Self-esteem Scale (RSE), The Parental Attachment Questionnaire (PAQ) by Moretti and Obsuth, (2009) and Academic performance scale. The researcher created the questions and gathered information about the respondents, such as their age, gender as well as class and academic

performance. The study also used the Rosenberg Self-esteem Scale and Parental attachment scale respectively.

Rosenberg's Self-esteem Scale was developed in 1965 by Morris Rosenberg. It is a 10-item scale that measures both positive and negative thoughts about an individual to determine their overall sense of worth. All items are answered using a 4-point Likert scale format, from strongly agree to strongly disagree. Items 1,3,4 and 7 are scored; give “Strongly Agree” 1 point, “Agree” 2 points, “Disagree” 3 points, and “Strongly Disagree” 4 points. Items 2, 5, 6, 8, 9 are reverse scored. Give “Strongly Agree” 4 points, “Agree” 3 points, “Disagree” 2 points, and “Strongly Disagree” 1 points. Sum up scores for all ten items. Keep scores on a continuous scale. Higher scores (26-40) show high self-esteem, average scores (16-25) show average self-esteem, while lower scores (1-15) specify low self-esteem.

Parental Attachment Questionnaire for Adolescents was developed by Moretti and Obsuth, (2009). It is a 36-item measure of adolescent-parent attachment. Each statement is on a 7-point scale ranging from 1 “Strongly Disagree” to 7 “Strongly Agree”. 1 = Strongly disagree, 2 = Somewhat Disagree, 3= Somewhat agree, 4= Neither agree nor disagree, 5=Somewhat Agree.

Academic performance scale of this study was based on the rating of Mixed-day secondary schools in Masinga Sub- County in Machakos County, Kenya. Academic scores ranging from: 65-100 = good academic performance, 50-64 = average academic performance, and 0-49 = low academic performance.

3.7.1 Validity and Reliability of Instrument

The study scales were tested for validity and reliability to guarantee the collection of quality data. According to Taherdoost (2016), the validity of a tool is determined by how well it measures the intended construct. Validity testing of the instrument guaranteed that it adequately

answers the problem posed by the relevant study. According to Lindlof and Taylor (2017), evaluating a research tool's reliability involves figuring out whether or not it can produce consistent results after being used repeatedly.

The PAQ was used in the USA and it was found to be valid, with a .92 test-retest score over a 2-week interval for the instrument as a whole, and scores ranging from .82 to .91 for each of the three scales (Kenny, 1990). The measure possesses strong psychometric properties; the factor structure and convergent validity of the PAQ were also confirmed in Canada, and factorial analysis was at 783 (Steiger, 2003).

Brigle et al. (2004) in South Africa, tested the Rosenberg self-esteem scale for validity and temporal consistency and it was found to be valid. In Spain, Benítez-Porres (2016) reported that the highest correlation was observed for the items ($\rho = 0.311, p < .01$).

The Rosenberg Self-Esteem Scale was used in a study in the USA. It demonstrates a Guttman scale coefficient of reproducibility of .92, indicating excellent internal consistency. Test-retest reliability over a period of 2 weeks reveals correlations of .85 and .88, indicating excellent stability (Rosenberg, 1979). Also, Carlson and Davier (2013) found the Self-Esteem Scale to be reliable. Regarding the PAQ, it has been shown to have adequate internal consistency across the three subscales (Cronbach's $\alpha = .88, .88, \text{ and } .96$) and test-retest stability (reported ranges of $r = .82$ to $r = .91$) (Kenny, 1990). In another study carried out by Wilson (2008), Cronbach's α was .96 for the first scale, .88 for the second, and .88 for the third, and internal consistency was .93 for male and .95 for female students (Steiger, 2003).

3. 7.2 Pre-testing of Instruments

Pretesting means trying out the questionnaire to be used on some of a similar target population. It allows for making any essential adjustments to increase the credibility of results Faux (2010). Pretesting helps ensure that the language, examples, and scenarios used in the scales

are culturally appropriate and easily understood by the participants. Pretesting can help identify any cultural biases and ensure the scales are relevant (van de Vijver et al., 1997). Pretesting can confirm that the scales maintain their reliability and validity in the new context. If any items need to be adapted to fit the new context better, pretesting can identify these needs before the main study (Byrne, 1999). Hence, 10%

(40) of the sample size of 400 was used for the pre-testing. The pretesting of the instruments was carried out at Ulutya Mixed-day secondary school in Masinga sub-county, Machakos county. The population of the pre-testing was different from the participants of the study. The researcher sought permission from the school authority from the designated school and purposively identified students to participate in the pre-testing. Mugenda and Mugenda (2003) backed this procedure and recommended that 1-10% of the pre-test sample was enough. The researcher informed the participants of the nature of the study, and that the participants had the right to withdraw from participating at any time. The participants were assured of confidentiality. There was a time allocation of 20 minutes.

At the end of the response, there was a debriefing session of 10 minutes where the researcher got feedback from the participants on the clarity of the questions and attended to any psychological issues that arose from the exercise. Beaton (2000) posits that a researcher can alter questions in a standard instrument to adapt to a different population, but this process requires careful consideration and validation to ensure the modified instrument remains reliable and valid. After collecting the questionnaires and with the use of SPSS, the researcher performed statistical operations using Cronbach's alpha to determine the reliability of the instruments. The results showed a Cronbach alpha of .73 for the Parental attachment scale while the Cronbach alpha of the Self-esteem scale was .75, and these were considered valid and reliable.

3.7.3 Scoring

For Rosenberg's Self-esteem scale, The total score ranges from 10 to 40.

Higher scores indicate higher self-esteem and lower scores indicate low self-esteem

Commonly used benchmarks are:

High self-esteem scores (26-40)

Average self-esteem scores (16-25)

low self-esteem scores (1-15).

Morreti and Absuth's Parental Attachment scale (MOPAS) reflects the attachment to parents only.

Scoring for this scale is conducted as follows:

Avoidance attachment is calculated as the mean score of the following items 27, 24, 25, 20, 30, 3, 33, 16, 13 are reverse scored; 7=1, 6=2, 5=3, 4=4, 3=5, 2=6, 1=7)

Anxious Attachment is the mean score of Items 15, 19, 34, 8, 7, 21, 17, 23, 29,26 and 12

Secure attachment is the Respondent's mean score of items 1, 2, 9, 10, 11,14,18, 22, 28, 31, 32, 35, 36.. Scale scores for each participant are computed by simply summing up the Likert responses for each scale; identifying negatively worded items that need reverse scoring. Reverse scores for these items (e.g., if the original score is 1, it is reversed to 5). The scores of items that belong to each subscale are summed up to get the overall attachment score. Subscale data is compared to normative data or cut-off scores from the MOPAS manual. Higher scores in positive subscales indicate stronger attachment.

3.9 Data Collection Procedure

To address the study problems, data collecting comprises obtaining information from a sample of respondents (Ventresca & Mohr, 2017). The researcher obtained the required approvals before going to the field. This included getting a research letter of authorization from the Tangaza University Research Ethics Committee (TUREC), which is part of the college's director of post-graduate studies duties. The researcher obtained Research Permit from the National Council of Science, Technology, and Innovation (NACOSTI). To collect data from the study's locations, the researcher sought for permission from the County education office, The County Governor, and the County Commissioner. Permission was also sought from Principals of the respective schools and from parents. The respondents were also requested to give informed consent.

The participants were requested to assemble in the school dining hall during the distribution and filling in of questionnaires. They were allocated 30 minutes to respond to the questions. One degree-holding research assistant was hired by the researcher and trained in the distribution and collection of questionnaires from the participants. Afterward, there was a debrief which was facilitated by a trained counseling psychologist. Debriefing is often a requirement of ethical guidelines and institutional review boards (APA, 2017). This ensures researchers adhere to ethical standards. The importance of debriefing is to give participants a complete understanding of the study's purpose, methods, and findings, ensuring they leave with clear and accurate information (Smith, 2014). It also helps give emotional and psychological support to participants, which is essential for the ethical integrity of the research. Data collected was stored in a lockable suitcase and kept in a safe place waiting for analysis.

3.10 Statistical Data Analysis

Walliman (2017) argues that a scientific report that reflects the study's conclusions, data analysis requires methodical and exacting processing of the information that has been gathered.

In this study, to assess the consistency and completeness of the responses, the completed questionnaires were examined first. With the aid of SPSS software, descriptive and inferential statistics were used to analyze quantitative data according to the research questions. Table demonstrates a detailed statistical data analysis. Data was coded in order to protect the identify of the participants of this study. Using descriptive statistics, both frequencies and percentages were used to analyze objectives one, two, and three. Frequencies refer to the number of times a particular value or category occurs in a dataset. Table 2 shows data analysis process.

Table 2: Data Analysis

Data analysis of:	Variable type	Type of the test
Demographic characteristics	Categorical	Frequencies, percentiles, (M, SD)
Objective One	One scale	Frequencies and percentages
Objective Two	One scale	Frequencies and percentages
Objective Three	One scale	Frequencies and Percentages
Objective Four	Two scales	Pearson’s Correlation analysis

As indicated in Table 2, the findings of this study were presented in frequencies and percentages (descriptive statistics). Levels of self-esteem among students was analyzed using descriptive statistical scores to measure the levels. In addition, descriptive statistical analysis was used to examine the types of parental attachment among the participants. Pearson’s Correlation Coefficient was used to establish the relationship between parental attachment and self-esteem

among students in Mixed-day secondary schools in Masinga Sub-County in Machakos County, Kenya.

3.11 Data Management

Data management is the process of arranging, and preserving research-related data (Ahlfeldt, 2015). In this study, in order to avert any potential gaps in the security of the data gathered, the researcher set up a mechanism for securing the data during the data collection and after the data collection. Also, passwords and secure backup devices were part of the security measures. To preserve the uniqueness of the participants' data without making any changes, the researcher was honest in disclosing the results. The soft copy of final report was kept at Tangaza University repository in order to be accessed by academicians, instructors, and students. Furthermore, the physical copies of the data gathered on paper were stored in a secure area in a locked cupboard after final thesis defense.

3.11 Ethical Considerations

According to Mugenda & Mugenda (2013), social research ought to adhere to specific ethical guidelines that guarantee the proper collection of data from participants without any infringement of their rights. After obtaining ethics clearance from: Tangaza University Research Ethics Committee (TUREC), permission from the National Commission of Science, Technology and Innovation (NACOSTI), letters of authorization from the County offices, the schools' management (represented by the School Principal), and informed consent from the respondents, the researcher then proceeded with data collection. Since the participants were minors (13-17 years) parental consent was sought through the School Principals during PTA meetings.

A few basic guidelines were followed, such as the researcher informing respondents about the purpose of the study and the necessity of their participation without putting them under any kind of coercion. The researcher explained to the respondents that participation in the study would

not expose them to any potential risks. According to Bos (2020), maintaining confidentiality requires the researcher to ensure that any use of data obtained from or shared with human subjects respects the respondents' autonomy and sense of dignity. The researcher will uphold the ethical duty of maintaining high levels of confidentiality. The researcher did not ask for the participants' personal information such as their names or any other sensitive personal information left out of the questionnaire when data was being collected or the responses recorded. This ensured that the identities of the participants were not exposed and their information was kept private during the discussion.

In terms of anonymity, the researcher made sure that the participant's identity was not included in the demographic questionnaire. This is because research participants have the right to remain anonymous throughout the data collection, analysis, and discussion phases after the process. The researcher also ensured that the respondents and their data were treated with the highest care and accountability.

Additionally, participants were made aware of their right to withdraw from participation without having to give any explanation. They were also encouraged to ask questions at any moment and to withhold any personal information they were not comfortable sharing with the researcher without fear of repercussions. The research was carried out with uttermost honesty. One degree-holding research assistant was hired by the researcher to assist with distributing the questionnaires. After giving the participants 30 minutes to complete the questionnaire, a licensed counseling psychologist conducted a debriefing due to the risk of recalling trauma related to attachment and self-esteem past experiences.

3.12 Chapter Summary

The chapter explicated the study's epistemology, research design, study location, target population, sampling design, sampling technique, and sample size determination. It further discussed the research instruments, pre-testing of instruments, validity, reliability, and methods for collecting and analyzing data. The chapter ended with ethical considerations as well as the envisaged impact of the study. The next chapter focuses on the findings of the study.

CHAPTER FOUR

FINDINGS

4.1 Introduction

This chapter gives the findings of the study. It begins with the response rate of the research, questionnaires. It further articulates the demographic characteristics of participants and ends with findings of the study in relation to the objectives of the study respectively, and then the chapter summary.

4.2 Response Rates

In this section, the response rate of the questionnaires distributed to the participants of this study are presented. Table 3 exhibits the distributions of the questionnaires.

Table 3: Response Rate

Sample Size	Distributed Questionnaires	Returned Questionnaires	Spoiled Questionnaires	Properly filled Questionnaires
356	400	400	1	399

As seen in Table 3, the sample size of participants was 356. To address the concern of attrition 44 extra questionnaires were added, making it 400 questionnaires. Out of the 400 questionnaires that were distributed, 400 were returned to the researcher, and 1 of the questionnaires got spoiled and hence discarded. The remaining 399 questionnaires were properly filled and were used for analysis. Therefore, this study had a 99.75% response rate. Sataloff and Vontela (2021) contend that a questionnaire response rate of 70% and above is sufficient for drawing a relevant inference on the area of the study..

4.3 Demographic Characteristics of Juveniles

This section presents the findings from the demographic characteristics of participants of this study. These are; age, gender and level of education. The findings are tabulated in Table 4.

Table 4: Demographic Characteristics of Participants

	Frequency	Percent
Age range		
13-14 years	36	9.0
15-16 years	307	76.9
17-18 years	56	14.0
Gender		
Male	196	49.1
Female	200	50.1
Level of Education		
Form 1	154	38.6
Form 2	97	24.3
Form 3	81	20.3
Form 4	67	16.8
Total	399	100.0

As seen in table 4, findings revealed that most of the participants of this study (76.9%, n = 307) were between 15-16 years old, while the lowest ages range (9.0%, n = 36) were between 13-14 years old. Gender revealed that the highest participants were females (50.1%, n = 200) then followed by the males, being at 49.1% (n =196). Levels of education indicated that 38.6% (n = 154) of the students who participated in this study were in Form 1, and the lowest class was the Form 4 (16.8%, n = 67).

4.4 Assessing Types of Parental Attachment Among Students In Mixed-Day Secondary Schools in Masinga Sub-county in Machakos County, Kenya.

The first objective of this study was to assess types of parental attachment among students in Mixed-day secondary schools in Masinga Sub- County in Machakos County, Kenya. Descriptive statistical score was conducted to determine the types of parental attachment. In this regards, 36 items were used to assess adolescent-parent attachment styles. Each statement is on a 7-point scale, where 1= Strongly disagree, 2= Disagree, 3= Somewhat disagree,4= Neither agree

nor disagree, 5 = Somewhat Agree, 6 =Strongly Agree, 7=Strongly Agree. The findings from the analysis are presented in Table 5.

Table 5: Types of Parental Attachment Styles Among Students

Parenting attachment	Frequency	Percentage	Mean	Std. Deviation
Secure	85	21.3	42.2707	2.10811
Anxious	101	25.4%	60.9098	1.97646
Avoidance	213	53.3%	63.5614	3.25323
Total	399	100		

4.5 Examining the Levels of Self-Esteem among Students in Mixed-day Secondary Schools in Masinga Sub-County in Machakos County, Kenya.

The second objective of this study was intended to examine the levels of self-esteem among students in Mixed-day secondary schools in Masinga Sub-County in Machakos County, Kenya. Descriptive statistical score was used to measure 10 statements on self-esteem. Each statement was measured on a Likert scale. Items 2, 5, 6, 8, 9 are reverse scored. The levels of self-esteem were then scored as follow; 1-15-low self-esteem, 16-25- average self-esteem, and 26-40 - high self-esteem. The findings are presented in table 6.

Table 6: Levels Of Self-Esteem Among the Students

Levels	Frequency	Percentage
Low	281	70.5%
Average	91	22.8%
High	27	6.7
		100

As seen in table 6, findings revealed that most of the participants (70.5%, n = 281) of this study scored low self-esteem, while the lowest score was at 6.7% (n = 27) being high self-esteem. These findings is indicative that the students may be struggling with self-esteem issues as findings are quite evident on students' low level of self-esteem, which therefore, calls for concern.

4.6 Levels of Academic Performance of Students in Mixed-Day Secondary Schools in The Masinga Sub-County in Machakos County, Kenya

This study's third objective was to measure students' academic performance in mixed-day secondary schools in the Masinga sub-county in Machakos County, Kenya. Descriptive statistical analysis was conducted, where data was computed and scored to measure students' academic performance levels. The outcomes of this analysis are tabulated in Table 7.

Table 7: Perceived Academic Performance

Levels	Range	Frequency	Percentage
High performance	70% and above	54	13.5
Average	50-69%	174	43.6
Low performance	49% and below	171	42.9
Total	-	399	100.0

As seen in Table 7, findings revealed that 43.6% (n = 174) of the students were at an average level of academic performance, followed by the students with low academic performance, at 42.9% (n = 171), while 13.5% (n = 54) were at high academic performance. These findings demonstrate a serious concern about low academic performance among students.

4.7 Establishing the Relationship Between types of Parental Attachment and Levels of Self-Esteem and Perceived Academic Performance among students in Mixed-day secondary schools in Masinga Sub-county in Machakos County, Kenya.

The fourth objective of this study is to establish the relationship between parental attachment and self-esteem among students in Mixed-day secondary schools in Masinga Sub-County in Machakos County, Kenya. The Pearson coefficient correlation analysis was used to realize this objective, and the findings are tabulated in Table 8.

Table 8: Relationship Between Avoidance, Anxious, Secure Parental Attachment and Self-Esteem

		Avoidance parental attachment	self-esteem
Avoidance parental attachment	Pearson Correlation	1	-.852**
	Sig. (2-tailed)		.000
	N	399	399
self-esteem	Pearson Correlation	-.852**	1
	Sig. (2-tailed)	.000	
	N	399	399
**. Correlation is significant at the 0.01 level (2-tailed).			
		Anxious parental attachment	self-esteem
Anxious parental attachment	Pearson Correlation	1	-.313**
	Sig. (2-tailed)		.000
	N	399	399
self-esteem	Pearson Correlation	-.313**	1
	Sig. (2-tailed)	.000	
	N	399	399
**. Correlation is significant at the 0.01 level (2-tailed).			
		Secure parental attachment	self-esteem
Secure parental attachment	Pearson Correlation	1	.766**
	Sig. (2-tailed)		.000
	N	399	399
self-esteem	Pearson Correlation	.766**	1
	Sig. (2-tailed)	.000	
	N	399	399
**. Correlation is significant at the 0.01 level (2-tailed).			

Findings as shown in Table 8, indicated that there was a negative but significant relationship ($r = -.852, p = .000$) between avoidance of parental attachment and self-esteem among students in Mixed-day secondary schools in Masinga Sub- County in Machakos County, Kenya. Findings revealed that there was a moderate negative significant relationship ($r = -.313, p = .000 \leq 0.05$) between anxious parental attachment and self-esteem among students in Mixed-day secondary schools in Masinga Sub- County in Machakos County, Kenya. Also, there was a high positive significant relationship ($r = .766, p = .000 \leq 0.05$) between secure parental attachment and self-esteem among students in Mixed-day secondary schools in Masinga Sub-County in Machakos County, Kenya.

Also, the Pearson coefficient correlation analysis was conducted to investigate the relationship between parental attachment styles (avoidance, anxious, secure) and academic performance among students in Mixed-day secondary schools in Masinga Sub-County in Machakos County, Kenya. The findings are tabulated in Table 9

Table 9: Relationship Between Avoidance, Anxious, Secure Parental Attachment and Perceived Academic Performance

		Avoidant Attachment Style	Perceived Academic Performance
Avoid Attachment Style	Pearson Correlation	1	-.130**
	Sig. (2-tailed)		.001
	N	399	399
Perceived Academic Performance	Pearson Correlation	-.130**	1
	Sig. (2-tailed)	.001	
	N	399	399

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

		Anxious Attachment Style	Perceived Academic Performance
Anxious Attachment Style	Pearson Correlation	1	-.105*
	Sig. (2-tailed)		.035
	N	399	399
Perceived Academic Performance	Pearson Correlation	-.105*	1
	Sig. (2-tailed)	.035	
	N	399	399

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

		Secure Attachment Style	Perceived Academic Performance
Secure Attachment Style	Pearson Correlation	1	.630
	Sig. (2-tailed)		.003
	N	399	399
Perceived Academic Performance	Pearson Correlation	.630	1
	Sig. (2-tailed)	.003	
	N	399	399

As observed in table 9, there was a weak negative but significant relationship ($r = -.130$, $p = .001$, ≤ 0.05) between avoidance attachment style and perceived academic performance. There was a weak negative but significant relationship ($r = -.105$, $p = .035$, ≤ 0.05) between anxious attachment style and perceived academic performance. Also, there was a strong positive significant relationship ($r = .630$, $p = .003$, ≤ 0.05) between secure attachment style and perceived academic performance.

4.7.1 Relationship Between Demographics Characteristics and Self-esteem Among Students in Mixed-day Secondary Schools in Masinga Sub-County in Machakos County, Kenya

The Pearson coefficient correlation analysis was used to investigate the relationship Between demographic characteristics and Self-esteem Among Students in Mixed-day Secondary Schools in Masinga Sub-County in Machakos County, Kenya. Findings from the analysis are shown in Table 10.

		self-esteem	Age
self-esteem	Pearson Correlation	1	.012
	Sig. (2-tailed)		.003
	N	399	399
Age	Pearson Correlation	.012	1
	Sig. (2-tailed)	.003	
	N	399	399

		Self-esteem	Gender
Self-esteem	Pearson Correlation	1	.010
	Sig. (2-tailed)		.836
	N	399	399
Gender	Pearson Correlation	.010	1

	Sig. (2-tailed)	.836	
	N	399	399
<hr/>			
		Perceived academic performance	self-esteem
perceived academic performance	Pearson Correlation	1	.325
	Sig. (2-tailed)		.004
	N	399	399
	Pearson Correlation	.025	1
self-esteem	Sig. (2-tailed)	.004	
	N	399	399

As seen in Table 10, there was a weak positive relationship ($r = .012, p = .003, \leq 0.05$) between self-esteem and age among poorly performing students in Masinga Sub-County in Machakos County, Kenya. There was a weak and insignificant positive relationship ($r = .010, p = .836, \geq 0.05$) between self-esteem and gender among students in Mixed-day secondary schools in Masinga Sub-County in Machakos County, Kenya. There was a significant positive relationship ($r = .010, p = .836, \geq 0.05$) between perceived academic performance and self-esteem among students in Mixed-day secondary schools in Masinga Sub-County in Machakos County, Kenya. This suggests that the higher the academic performance, the higher the self-esteem, thus, implying that academic performance possibly enhances growth in self-esteem among students.

Also, the Chi-square test was conducted to find out the relationship between the level of education and self-esteem. The results of the analysis are presented in Table 11

Table 11 Chi-square test analysis

Chi-Square Tests on levels of education and self-esteem			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	116.278 ^a	42	.000
Likelihood Ratio	129.330	42	.000
Linear-by-Linear Association	.296	1	.586
N of Valid Cases	399		

a. 38 cells (63.3%) have expected count less than 5. The minimum expected count is .17.

The Pearson Chi-square analysis revealed a statistically significant relationship between the level of education and self-esteem among students in Mixed-day secondary schools in Masinga Sub-county, Machakos County, Kenya. The Chi-square value of 116.278 with 42 degrees of freedom indicated a strong association. The p-value of .000, which is less than the significance threshold of 0.05, confirmed the strength of this relationship. This suggests that the students' level of education significantly influences their self-esteem in the studied region.

The chapter presented the study's findings, beginning with a high response rate of 99.75%. It detailed the demographic characteristics of the respondents, providing insight into their background. The chapter also covered measurements related to the different types of parental attachment and levels of self-esteem among participants. Finally, it examined the perceived academic performance and explored the relationship between parental attachment, self-esteem, and academic outcomes.

CHAPTER FIVE

DISCUSSION

5.1 Introduction

This chapter discusses the findings of the study. The discussions are conducted in connection with the objectives of this study, which focused on types of parental attachment among students, levels of self-esteem among students, levels of academic performance of students, and to establish the relationship between parental attachment, self-esteem, and academic performance among students in mixed day Secondary schools in Masinga Sub- County in Machakos County, Kenya. The discussions of the findings are confirmed with current literatures.

5.2 Types of Parental Attachment among students in Mixed-day secondary schools in Masinga Sub-county in Machakos County, Kenya.

The first objective of this study was to assess types of parental attachment among students in Mixed-day secondary schools in Masinga Sub-county in Machakos County, Kenya. Results showed that most (53.3%, n = 213) of the students who participated in this study were within avoidance parental attachment, and this was followed by the anxious parental attachment at 25.4%, while the lowest finding among the students was the secure parental attachment (21.3%). Based on these results, there is evidence that most of the students scored avoidance or anxious attachments and this may negatively impact their self-esteem and academic performance.

The findings of this study corroborated with the findings by Sheinbaum et al. (2015) in Spain. It was reported that 22.3% of the participants had anxious attachment, 19.9% were under the category of avoidant attachment, and 57.8% of the participants had secure attachment. However, the study found a higher percentage on secure attachment, while the present study found a lower percentage (21.3%) of secure attachment among the students. Also, while the study by Sheinbaum et al., (2015) revealed a lower percentage of avoidance of parental attachment, the

current study found a higher percentage (53.3%) of avoidance parental attachment among the students.

This present study's findings are similar to some of the findings by Conde et al. (2011) in the UK. Statistics showed that the anxious attachment style was more prevalent (23.8%; n = 30) among the participants followed by the avoidant attachment style (17.4%; n = 22) although, the avoidant attachment style is higher among the participants of this current study. The study also found that 58.7% of the participants had a secure attachment style, which is also a higher percentage in comparison to the current study.

The results of this present study are consistent with the findings by Uzochukwu et al. (2022) in Nigeria. It was reported that 17.7% of the students were under the secure attachment style, 3.7% came within the anxious attachment style, and 10.5% of the participants were in the avoidant attachment style. However, the percentage of the findings on anxious attachment style and avoidant attachment styles was lower than in the current study which score higher.

The outcomes of this present study confirmed the findings by Owuor and Karega (2020) in Kenya. The findings of the study indicated that avoidant and anxious attachment styles were at 30.8% and 24.7% respectively. However, the finding on secure parental attachment (44.3%) was higher in comparison to that of this present study.

Further, Mikulincer and Shaver (2016) submit that anxious attachment in teenagers can arise from various factors. Such as early separation or parental neglect, inconsistent caregiving and the possibility of emotional abuse. Adolescents who experienced early separation from a parent or caregiver, or neglect during childhood, may develop anxious attachment. Also, when primary caregivers inconsistently meet an infant's needs, it can lead to anxious attachment. Sometimes, caregivers may be attuned to the child's needs, while at other times, those needs go unmet.

Childhood neglect or emotional abuse can contribute to anxious attachment. Teens who feel unworthy due to adverse early experiences may seek constant validation.

Secure attachment is critical in a teenager's development since it builds the groundwork for future relationships and emotional regulation. Students with secure attachments are more likely to create positive interactions with peers and adults. They feel comfortable seeking support and connection with others. A secure attachment fosters a better sense of self-worth which may enhance the development of a positive self-image (Simpson & Rholes, 2017). Securely attached teens may tend to have improved emotional management abilities, to the extent that they can express their feelings and cope effectively with stress. The current study findings show that most of the participants scored highest in avoidant attachment style.

5.3 Levels of Self-Esteem among Students in Mixed-day Secondary Schools in Masinga Sub-county in Machakos County, Kenya

The second objective of this study was to examine the levels of self-esteem among students in Mixed-day secondary schools in Masinga Sub-county in Machakos County, Kenya. findings revealed that most of the participants (70.5%, $n = 281$) of this study scored low self-esteem, while the lowest score was at 6.7% ($n = 27$) being high self-esteem. The male ($M = 10.3206$, $SD = 1.86025$) and female students ($M = 10.2474$, $SD = 1.11794$) scored low self-esteem. There was no significance difference ($p = .836 \geq 0.05$) between the male and the female participants regarding self-esteem.

The finding of the current study is dissimilar with the finding by Kusum (2023) in India, which showed the students had a high level of self-esteem ($M = 28.98$, $SD = 3.79$). More findings further revealed that the male students had a high level of self-esteem, with a mean score ($M = 28.64$, $SD = 2.72$). The female students had a high score on self-esteem, which ($M = 29.08$, $SD = 4.66$). High self-esteem was found to predict good academic performance (≤ 0.05). The current

study found that there was no significance difference ($p = .836 \geq 0.05$) between the self-esteem of male and female participants of this study.

The finding of the current study is dissimilar with the finding by Arshad and Mahmood (2015) in Pakistan, who conducted a study on self-esteem and academic performance among university students. The students scored high and average self-esteem among the male students (N=40) was (M = 28.7, SD = 4.05, while the female students had (N=40) score average level of self-esteem (M = 19.4, SD = 2.73).

The findings of this current study are not consistent with the findings by Hendricks et al. (2015) in South Africa, and it was established that the adolescents had high levels of self-esteem, with a mean score (M = 29.82, SD = 5.467), while this current study revealed that most of the students had average or low self-esteem.

The findings of this current study are dissimilar with the findings by Afen (2022) in Kenya. The findings showed that 49.5% of the participants were average in their self-esteem, 43.2% came under high self-esteem, and 7.8% had low self-esteem. It also revealed females had high self-esteem, and the males had average self-esteem. The current study established a higher percentage of average and low self-esteem, and there was no significant difference between the male and female participants on self-esteem. Self-esteem may be crucial as it may boost students' confidence, and impacts various aspects of their lives, including emotional well-being, social interactions, and academic performance. Harter (2023) contends that self-esteem contributes to a positive self-image and helps teenagers navigate the ups and downs of adolescence with resilience. Teenagers with high self-esteem are more likely to form healthy relationships, and better communication skills. They are more confident in social situations, which can lead to more fulfilling friendships and interactions. Zimmer-Gembeck and Nesdale (2022) also put it that self-

esteem affects motivation and attitude towards learning. Teens who believe in their abilities are more likely to take on challenges, set goals, and persevere in their studies, leading to better academic outcomes. Low self-esteem is linked to mental health issues such as depression and anxiety. Teenagers with low self-esteem may struggle with feelings of inadequacy and worthlessness, which can negatively affect their overall mental health. Although self-esteem is seen to be a fairly constant aspect of personality, it can change in response to recent successes or failures (Kolawole, 2023). Most students admitted to Mixed-day schools are those with average or below-average marks, and this may be a contributing factor to low self-esteem. The findings of this study show that students in Mixed-day schools have recorded low levels of self-esteem, and this is an area of concern to all stakeholders.

A variety of factors can contribute to low self-esteem in teenagers. These may include; social comparison, social media, and academic pressure such as high expectations from parents, and it can build to a high level of anxiety. Body image, bullying from peers, and family issues such as parental conflict, divorce, or lack of support, can contribute to feelings of low self-worth. Lack of encouragement and positive reinforcement from parents, teachers, or mentors, fear of rejection, and poor academic performance (Kolawole, 2023) can affect a teenager's self-perception. Thus, mitigating low self-esteem among teenagers involves a multi-faceted approach that includes supportive relationships, positive reinforcement, and opportunities for personal growth.

5.4 Levels of Perceived Academic performance of students in Mixed-day Secondary schools in The Masinga Sub-County in Machakos County, Kenya

The third objective of this study was to measure the academic performance of students in mixed-day secondary schools in the Masinga sub-county in Machakos County, Kenya. It was found that 43.6% (n = 174) of the students were at average level of academic performance, followed by the students at low academic performance, being at 42.9% (n = 171), while a fewer

number of the students (13.5%, $n = 54$) were at high academic performance. The overall score revealed that the students were at low level of academic performance ($M = 3.29$, $SD = .692$).

The findings of the current study contradicts the study by Allison (2019) In Canada, who investigated high school class size and student performance in class. Findings indicated that students (50%) had high scores in academic performance. In the 2015 cycle, most (65%) of the students had the highest scores. In each of the subject area the students' mean scores were higher, which demonstrated a higher academic performance among the secondary school students. The findings this study is similar with the findings by Kolawole (2023) in Nigeria, whose study focused on students' academic performance and self-esteem among senior secondary schools.

The finding of the study revealed that 127 (32%) were at the low level of academic performance, while 73 (18.4%) of the students failed. However, it was further found that 114 (28.8%) of the participants were at the average level of academic performance, although this (28.8%) was lower than the finding of the current study regarding average level (43.6%) of academic performance. The findings of this current study differ from the findings by Mutodi and Ngirande (2014) In South Africa, The outcome of the study showed that despite stressful school as well as the home environments, students had a significant ($df=113$, $t = 52.580$, $p=0.00$) high level of academic performance, while the current study particularly showed low level of academic performance among the students found that the students had a mean score of ($M = 3.29$, $SD = .692$).

This current study demonstrates the different distributions of levels (high, average and low) of academic performance among the participants, with an overall low score. Academic success can also enhance self-esteem, creating a positive feedback loop where good performance boosts self-esteem, which in turn leads to better performance. Van der Aar et al. (2018) highlight that

adolescents who experience academic success develop higher self-esteem, which encourages them to continue striving for academic excellence. In the same way, low self-esteem can lead to poorer academic performance as it is often associated with negative self-perception, lower motivation, and higher levels of anxiety and depression. Zimmerman et al. (2013), noted that low self-esteem in adolescents was linked to lower academic achievement, partly due to increased vulnerability to stress and lower resilience.

5.5 Relationship between Parental Attachment, Self-esteem, and Perceived academic performance among Students in Mixed-day Secondary Schools in Masinga Sub-County in Machakos County, Kenya.

The fourth objective of this study intended to establish the relationship between parental attachment and self-esteem, and Academic performance among students in Mixed-day secondary schools in Masinga Sub-county in Machakos County, Kenya. There was a negative but significant relationship ($r = -.852$, $p = .000$) between avoidance parental attachment and self-esteem among students in Mixed-day secondary schools in Masinga Sub-county in Machakos County, Kenya.

Findings revealed that there was a moderate negative significant relationship ($r = -.313$, $p = .000 \leq 0.05$) between anxious parental attachment and self-esteem among students in Mixed-day secondary schools in Masinga Sub-county in Machakos County, Kenya. Also, there was a high positive significant relationship ($r = .766$, $p = .000 \leq 0.05$) between secure parental attachment and self-esteem. In addition, there was a weak negative but significant relationship ($r = -.130$, $p = .001$, ≤ 0.05) between avoidance attachment style and perceived academic performance. There was a weak negative but significant relationship ($r = -.105$, $p = .035$, ≤ 0.05) between anxious attachment style and perceived academic performance. Also, there was a strong positive significant relationship ($r = .630$, $p = .003$, ≤ 0.05) between secure attachment style and perceived academic performance.

The findings on avoidance parental attachment, self-esteem, and perceived academic performance suggest an inverse relationship, which means that an increase in one variable leads to a corresponding decrease in another variable; this implies that an increase in avoidance behaviour leads to a decrease in self-esteem and perceived academic performance. Based on the moderate negative significant relationship between anxious parental attachment and self-esteem, this result pointed out that an increase in the anxious pattern of attachment leads to a decrease of self-esteem and Perceived academic performance. Also, the finding on high positive significant relationship between secure parental attachment, self-esteem, and perceived academic performance, possibly suggests that an increase in secure parental attachment leads to a corresponding increase in self-esteem as well as an increase in perceived academic performance. Thus, teenagers' development of close bonds with their parents enhances the possibility of building self-esteem and this may positively contribute to good academic performance.

The findings of this current study confirmed the study by Weva (2018) in Canada, investigating the development of self-esteem in relation to parental and peer attachment among low-income urban youth. Although regression analysis was used in the study, and based on the findings of the study, among the attachment figures, only father attachment(secure) was a significant predictor of perceptions of social competence, with higher scores on father attachments(secure) associated with higher scores on self-esteem ($\beta = .57, t = 2.61, p = .01$). The current study's findings corroborated the findings of Shen et al. (2021) in the USA. According to the findings of the study, it was shown that attachment (secure) was positively correlated with self-esteem ($r = .38, p < .001$) and negatively but significantly correlated with attachment anxiety ($r = -.26, p < .001$) and avoidance ($r = -.45, p < .001$).

The current study's findings corroborated the findings of Jamil (2020) in India. Report indicated a noteworthy correlation between secure attachment style and self-esteem ($r = .118$, $P = .116$). There was a negative but significant correlation ($r = -0.49$, $p = 0.517$) between avoidant attachment and self-esteem among the participants. Also, there was a weak positive correlation ($r = 0.016$, $p = 0.826$) between anxious attachment and self-esteem. However, this differs from an aspect of the current study result which found a negative significant relationship ($r = -.313$, $p = .000 \leq 0.05$) between anxious parental attachment and self-esteem among students.

The findings of this present study confirmed the findings by Majimbo (2017) in Kenya. The study established that there was a statistically significant inverse relationship between academic performance and avoidant attachment style ($r = -.203$, $p < .05$), anxious attachment style ($r = -.239$, $p < .05$). Though, the correlation between secure attachment style, although positive, was not statistically significant ($r = .117$, $p > .05$), and this disagrees with the current study, which showed that there was statistically significant relationship ($r = .630$, $p = .003$, ≤ 0.05) between secure attachment style and academic performance.

It can be observed in this current study that, in different degrees, all the attachment styles (secure, avoidance and anxious) were distributed among the participants. Attachment is an interactive process of emotional communication that likely influences the psychological and cognitive growth of teenagers which possibly determines how they develop relationships later in life. Individuals with secure attachments to parents are likely to show good academic performance. Secure attachment also enhances self-esteem which possibly contributes to good academic performance.

According to Wang (2021), academic achievement is one of the most important predictors of success. Most parents believe that the greater one's academic performance, the better one's

chances of success. The different levels of academic performance may be attributed to the different types of parental attachment.. Previous research has shown that students who have a secure attachment with their parents tend to get better grades than those who do not. Teenagers that have a secure attachment are more confident and willing to explore their environment, and they also exhibit more interest and attention to learning, which improves their academic achievement (Wang, 2021). To develop high self-esteem, teenagers need a lot of encouragement, support, and constructive feedback from parents and teachers. Thus fostering an environment where they feel valued and understood. It is also important for parents, educators, and mentors to model healthy self-esteem and self-care practices.

5.6 Chapter Summary

This chapter carried out an in-depth discourse on the findings of the study. The discussions were conducted in line with the objectives of the study, which investigated types of parental attachment among students, levels of self-esteem among students, levels of academic performance of students, and to establish the relationship between parental attachment, self-esteem, and academic performance among students in mixed day Secondary schools in Masinga Sub- County in Machakos County, Kenya. The next chapter concentrates on the Summary, conclusion and recommendations.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter gives a summary of the findings and the conclusions. It further presents policy recommendations and future research recommendations.

6.2 Summary of Findings

This study investigated the relationship between types of parental attachment, self-esteem and academic performance among students in mixed-day secondary schools in Masinga Sub-County in Machakos County, Kenya. The study had a 99.75% response rate. Demographic findings indicated that most of the participants of this study (76.9%, $n = 307$) were between 15-16 years, while the lowest ages range (9.0%, $n = 36$) were between 13-14 years. Gender revealed that the highest number of participants were females (50.1%, $n = 200$) then followed by males, at 49.1% ($n = 196$). Levels of education indicated that 38.6% ($n = 154$) of the students who participated in this study were in Form 1, and the lowest class was Form 4 (16.8%, $n = 67$). There was no significant difference between the self-esteem of male and female participants of this study.

Objective one findings revealed that most (53.3%, $n = 213$) of the students who participated in this study were within avoidance parental attachment, having the highest mean ($M = 63.5614$, $SD = 3.25323$), and this was followed by the anxious parental attachment, being at 25.4% ($n = 121$, $M = 60.9098$, $SD = 1.97646$), while the lowest finding among the students was the secure parental attachment (21.3%, $n = 105$, $M = 42.2707$, $SD = 2.10811$). The second objective of this study showed that most of the participants (70.5%, $n = 281$) scored low self-esteem, while the lowest score was at 6.7% ($n = 27$) being high self-esteem. The third objective demonstrated that 43.6% ($n = 174$) of the students were at average level of academic performance, followed by the students at low academic performance, being at 42.9% ($n = 171$), while 13.5% ($n = 54$) were at high

academic performance. Statistical summary of the overall perceived academic performance, found that the students had a mean score of ($M = 3.29$, $SD = .692$), which suggests a low level of academic performance.

The fourth objective revealed that there was a negative but significant relationship ($r = -.852$, $p = .000$) between avoidance parental attachment and self-esteem among the students. There was a moderate significant relationship ($r = -.313$, $p = .000 \leq 0.05$) between anxious parental attachment and self-esteem among students. There was a high positive significant relationship ($r = .766$, $p = .000 \leq 0.05$) between secure parental attachment and self-esteem among students in Mixed-day secondary schools in Masinga Sub-County in Machakos County, Kenya. Also, there was a weak negative but significant relationship ($r = -.130$, $p = .001, \leq 0.05$) between avoidance attachment style and perceived academic performance. There was a weak negative but significant relationship ($r = -.105$, $p = .035, \leq 0.05$) between anxious attachment style and perceived academic performance. There was a strong positive significant relationship ($r = .630$, $p = .003, \leq 0.05$) between secure attachment style and perceived academic performance.

6.3 Conclusion of Findings

The study found a distribution of parental attachment types among participants, with a majority displaying avoidant or anxious attachment. It also revealed that most participants had low self-esteem and that both average and low academic performance were prevalent. A negative but significant relationship was observed between avoidant parental attachment and self-esteem. Additionally, a moderate, significant relationship existed between anxious parental attachment and self-esteem, while a strong positive relationship was found between secure parental attachment and self-esteem among students in mixed-day secondary schools in Masinga Sub-county, Machakos County, Kenya.

The study further concluded that there was a weak but significant negative relationship between anxious attachment style and perceived academic performance. Conversely, a strong positive relationship was identified between secure attachment style and perceived academic performance.

The findings emphasize that parental attachment styles play a critical role in shaping academic outcomes. Secure attachment, characterized by consistent and supportive parenting, is associated with better academic performance. Securely attached students often display better emotional regulation, higher self-esteem, and greater resilience, which contribute to their academic success. In contrast, insecure attachment styles, such as anxious or avoidant attachment, can negatively affect academic performance. Anxious attachment may lead to increased anxiety and fear of failure, undermining academic confidence, while avoidant attachment can result in disengagement and reluctance to seek help, both contributing to poorer academic outcomes. Ultimately, the quality of parental attachment is key to shaping students' academic experiences.

6.4 Recommendations

The school administration

The school administration may develop personalized learning plans that cater to each student's strengths, weaknesses, and learning styles, and come up with teaching methods that address diverse learning needs and preferences in the classroom. They may organize workshops or offer classes on effective study techniques, time management, and organizational skills. Schools need to create a positive, supportive, and inclusive learning environment where students feel safe and valued.

Educators-Parents partnership

Promoting secure parental attachment can play a crucial role in enhancing academic performance. By addressing attachment-related issues and nurturing healthy parent-child relationships, educators and parents can collaborate to create environments that foster both academic success and emotional well-being. Strengthening communication between teachers and parents is essential to keeping parents informed about their child's progress and needs. Additionally, improving communication among teachers, students, and parents will help build positive relationships and encourage teamwork, benefiting students' overall development.

Parents of students

The parents of students should listen to their children and be fully present in their lives. They also need to recognize the crucial stage of development of their adolescents and fully participate in school activities whenever they are called upon. Open discussions between parents, teachers, and students will go a long way in promoting healthy relationships within the school community.

The Students

Research findings indicate that students in mixed-day schools in Masinga sub-county, Machakos County, exhibit low self-esteem, poor academic performance, and weak parental attachment. These students should be supported in building positive self-esteem and becoming more aware of the importance of healthy relationships with their parents. Additionally, they need to be encouraged to take responsibility for their academic success.

Professional Counseling Psychologists

Counselors informed by this study could be invited to provide psycho-education for parents during Parent-Teacher Association (PTA) meetings. Psychologists should support students in building self-esteem and managing emotional challenges. Addressing low self-esteem typically

involves enhancing self-awareness, developing effective coping strategies, and fostering supportive relationships. Promoting open communication and offering positive reinforcement are key strategies for improving self-esteem.

6.5 Recommendations for Future Research

Future research could explore how parental attachment styles influence academic performance across different educational stages through longitudinal studies. A comparative study between public and private secondary school students is recommended to examine the relationship between parental attachment, self-esteem, and academic performance. Additionally, investigating the quality of parent-child interactions and how they mediate the link between attachment styles and academic performance would be valuable. Employing a mixed-methods approach may offer deeper insights, as combining quantitative data with qualitative perspectives can provide a more comprehensive understanding of how parental attachment affects academic outcomes.

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APPENDIXES

Appendix A: Participant's Consent Form

Tangaza University
Title of Research: Relationship between Types of Parental Attachment, Levels of Self-esteem, and Academic Performance among Secondary school students in Mixed-Day Secondary School in Masinga Sub-County, Machakos County, Kenya.
<ul style="list-style-type: none">• This study is being conducted as a requirement for an MA in Counselling Psychology at Tangaza University.• The study has been approved by the supervisors (contact:iysma@tangaza.org)• This study involves no risk to participants and contains no deception. It takes approximately 30-45 minutes to take part in the study.• The task requires a participant to answer a series of questions.• All information is treated as strictly confidential. No identity is required. Participant results will not be presented individually but only in aggregate form.• Participation in this study is voluntary and there is no monetary or any other kind of compensation. Any participant has the right to withdraw him or herself from providing the data for the study.• The researcher will protect the respondents from any possible harm due to their involvement in the research by making sure their actual names and other sensitive personal information are not involved in the questionnaire during data collection.
Name of the researcher: Josephine Kiluta (17/00461)
Position of the researcher: Student in MA programme
Address of the University: Tangaza University P.O Box 15055-00509, Langata, Nairobi, Kenya.
Telephone number of the Researcher: 0734977388
Signed by researcher Date

Statement to be signed by the participant

I confirm that the researcher has explained fully the nature of the study and the nature of the responsibility that I am asked to undertake and that I have received an information sheet. I confirm that I have had adequate opportunity to ask questions about this project.

- I understand that my participation is voluntary and that I may withdraw from the project, without having to give a reason.
- I agree to take part in this project, by participating in the interviews

Signed by participant.....Date.....

Statement to be signed by Parent/Guardian

I give my consent for my son/daughter to participate in this research project.

Signed by Parent/GuardianDate.....

Appendix B: Demographic Questionnaire

This section has 3 Questionnaires namely: Section 1 = background information (Demographics) of the participants. Section 2 = Parental Attachment Questionnaire, and Section 3 = Rosenberg Self-Esteem Scale. The findings of this research will be used strictly for academic purposes only.

Section 1: Background Information of the Respondent : Demographic Questionnaire

Instructions: Please tick the most suitable statements by placing a tick (√) in the box.1.

Age range 13-14 15-16 17-18

2: Gender: Male female

3. Level of Education: Form 1 Form 2 Form 3 Form 4

4. Perceived academic Performance:

High Performance

Average

Low Performance

Appendix C: Moretti and Absuth's (2009) Parental Attachment Questionnaire

For each of the following statements, please indicate the extent to which you agree or disagree by circling a number where 1= Strongly disagree, 2= Disagree, 3= Somewhat disagree, 4= Neither agree nor disagree, 5=Somewhat Agree, 6 =Strongly Agree, 7=Strongly Agree

	Statement	Values
1	I prefer not to show my parent how I feel deep down	1 2 3 4 5 6 7
2	When I'm away from my parent I feel anxious and afraid	1 2 3 4 5 6 7
3r	I am very comfortable being close to my parent	1 2 3 4 5 6 7
4	If I can't get my parent to show interest in me, I get upset or angry	1 2 3 4 5 6 7
5	I find it difficult to depend on my parent	1 2 3 4 5 6 7
6	I worry about being away from my parent	1 2 3 4 5 6 7
7	I need a lot of reassurance that I am loved by my parent	1 2 3 4 5 6 7
8	I worry that my parent won't care about me as much as I care about my parent	1 2 3 4 5 6 7
9	I worry about being abandoned by my parent	1 2 3 4 5 6 7
10	I don't feel comfortable opening up to my parent	1 2 3 4 5 6 7
11	Just when my parent starts to get close to me I find myself pulling away	1 2 3 4 5 6 7
12	I get frustrated when my parent is not around as much as I would like	1 2 3 4 5 6 7
13r	I feel comfortable sharing my private thoughts and feelings with my parent	1 2 3 4 5 6 7
14	I get uncomfortable when my parent wants to be very close	1 2 3 4 5 6 7
15	I often wish that my parent's feelings for me were as strong as my feelings are for my parent	1 2 3 4 5 6 7
16r	I feel comfortable depending on my parent	1 2 3 4 5 6 7
17	When my parent disapproves of me, I feel really bad about myself	1 2 3 4 5 6 7
18	I try to avoid getting too close to my parent	1 2 3 4 5 6 7
19	I worry a lot about my relationship with my parent	1 2 3 4 5 6 7
20r	I tell my parent just about everything	1 2 3 4 5 6 7
21	I often want to be really close to my parent and sometimes this makes my parent back away	1 2 3 4 5 6 7

22	I want to get close to my parent, but I keep pulling back	1 2 3 4 5 6 7
23	I resent it when my parent spends time away from me	1 2 3 4 5 6 7
24r	I usually discuss my problems and concerns with my parent	1 2 3 4 5 6 7
25r	I find it relatively easy to get close to my parent	1 2 3 4 5 6 7
26	Sometimes I feel that I have to force my parent to show that my parent cares about me	1 2 3 4 5 6 7
27r	I don't mind asking my parent for comfort, advice, or help	1 2 3 4 5 6 7
28	My desire to be very close sometimes scares people away	1 2 3 4 5 6 7
29	I worry a fair amount about losing my parent	1 2 3 4 5 6 7
30r	I turn to my parent for many things, including comfort and reassuranc	1 2 3 4 5 6 7

31	I prefer not to be too close to my parent	1 2 3 4 5 6 7
32	I get frustrated if my parent is not available when I need my parent	1 2 3 4 5 6 7
33r	It helps to turn to my parent in times of need	1 2 3 4 5 6 7
34	I find that my parent doesn't want to get as close as I would like	1 2 3 4 5 6 7
35r	I don't often worry about being abandoned	1 2 3 4 5 6 7
36	I am nervous when my parent gets too close to me	1 2 3 4 5 6 7
		1 2 3 4 5 6 7

Appendix D: Rosenberg Self-Esteem Scale

Below is a list of statements dealing with your general feelings about yourself. Please indicate your degree of agreement with the following statements by rating them on a scale ranging from 1-4, where 4= strongly Agree, 3= Agree, 2= Disagree, and 1= strongly Disagree.

Items marked with (R) are reverse scored (i.e., Strongly Agree = 0, Agree = 1, Disagree = 2, Strongly Disagree = 3).

For the other items, Strongly Agree = 3, Agree = 2, Disagree = 1, Strongly Disagree = 0.

No	Statements	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
1.	I feel that I am a person of worth, at least on an equal plane with others				
2.	I feel that I have a number of good qualities.				
3.	All in all, I am inclined to feel that I am a failure. (R)				
4.	I can do things as well as most other people.				
5.	I feel I do not have much to be proud of. (R)				
6.	On the whole, I am satisfied with myself.				
7.	At times I think I am no good at all.				
8.	I feel that I have a number of good qualities				
9.	I am able to do things as well as most other people				
10.	I feel I do not have much to be proud of				
11.	I certainly feel useless at times				
12.	I feel that I'm a person of worth, at least on an equal plane with others				
13.	I wish I could have more respect for myself				
14.	All in all, I am inclined to feel that I am a failure.				
15.	I take a positive attitude toward myself.				

Appendix E: Anti-plagiarism Report

turnitin Page 2 of 80 - Integrity Overview Submission ID trn:oid::1:3012242207

TANGAZA UNIVERSITY
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Nairobi.

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Oliver

Integrity Flags

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Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

turnitin Page 2 of 80 - Integrity OverviewSubmission ID trn:oid::1:3012242207

Appendix F: Letter of Introduction-Tangaza University



TANGAZA UNIVERSITY

Teaching Minds / Touching Hearts / Transforming Lives

**OFFICE OF THE CHAIRMAN
TANGAZA UNIVERSITY INSTITUTIONAL SCIENTIFIC AND ETHICS
REVIEW COMMITTEE**

E-mail: iserc@tangaza.ac.ke Website: www.tangaza.ac.ke

OUR Ref: TU/ISERC2024/01/0030

Date: 13th August 2024

The Commission Secretary,
National Commission for Science, Technology and Innovation
P.O. Box 30623,
Nairobi – Kenya.

Dear Sir/Madam,

Re: Recommendation for Research Permit – Josephine Kiluta

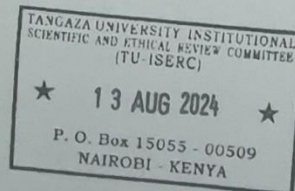
This is to confirm that Josephine Kiluta is a PI in a researcher protocol which was submitted to TU-ISERC for review. The protocol was reviewed and approved for research permit.

Kiluta wishes to carry out research under the title 'Relationship between types of Parental Attachment, levels of Self-esteem, and Academic Performance among Students in Mixed-day Secondary Schools in Masinga Sub-County in Machakos County, Kenya'.

I strongly recommend Josephine Kiluta to the Kenya National Commission for Science, Technology and Innovation for issuance of a research permit. The permit will enable her to proceed to data collection for her study. Thanking you in advance for your cooperation.

Yours sincerely,

Dr. Daniel M. Kitonga (Ph.D., MBA)
Chairperson, TU-ISERC



Appendix G: Ethics Clearance by Tangaza University



TANGAZA UNIVERSITY

Teaching Minds / Touching Hearts / Transforming Lives

REF: TU/ISERC2024/01/0030

13th August 2024

To: Josephine Kiluta

Reg. No. 17/00461

Dear Josephine,

Re: "Relationship between types of Parental Attachment, levels of Self-esteem, and Academic Performance among Students in Mixed-day Secondary Schools in Masinga Sub-County in Machakos County, Kenya".

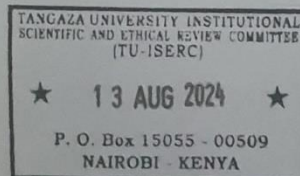
This is to inform you that TU-ISERC has reviewed and approved your above research proposal. Your application approval number is *TU/ISERC2024/01/0030*. The approval period is **13th August 2024 – 14th August 2025**. This approval is subject to compliance with the following requirements:

1. Only approved documents including (informed consents, study instruments, MTA) will be used
2. All changes including (amendments, deviations, and violations) are submitted for review and approval by TU-ISERC.
3. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to TU-ISERC within 72 hours of notification.
4. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to TU-ISERC within 72 hours
5. Clearance for export of biological specimens must be obtained from relevant institutions.
6. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
7. Submission of an executive summary report within 90 days upon completion of the study to TU-ISERC.


Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.


Yours sincerely

Dr. Daniel M. Kitonga (Ph.D., MBA)
Chair, TU - ISERC




Appendix H: NACOSTI Research License


REPUBLIC OF KENYA


NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 671991 Date of Issue: 09/September/2024

RESEARCH LICENSE




This is to Certify that Ms.. Josephine Mueni Kiluta of Tangaza University College, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Machakos on the topic: Relationship between types of Parental Attachment, levels of self-esteem, and Academic Performance among Students in Mixed-day Secondary Schools in Masinga Sub-County in Machakos County, Kenya. for the period ending : 09/September/2025.


License No: NACOSTI/P/24/39736

671991

Applicant Identification Number


Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

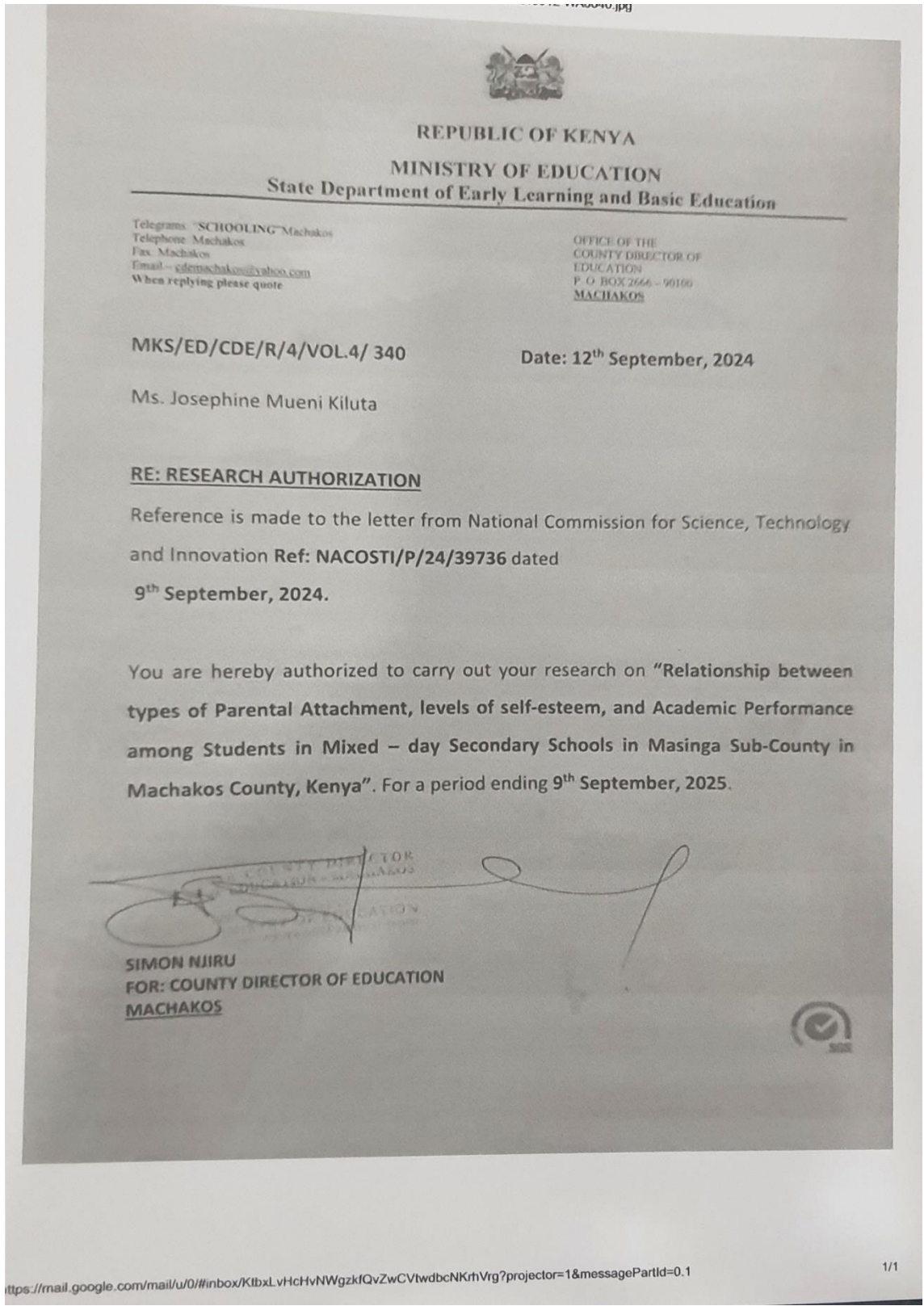
Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document,
Scan the QR Code using QR scanner application.

See overleaf for conditions

Appendix I: Letter of Authorization- Kenya Ministry of Education



Appendix J: Letter of Authorization- Kenya Ministry of Interior and National Administration



**OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION
STATE DEPARTMENT FOR INTERNAL SECURITY AND NATIONAL
ADMINISTRATION**

Telephone: 21009 and 21983 - 90100
Email Address: cc.machakos@interior.go.ke
Fax No. 044-21999
When replying please quote:

OFFICE OF THE COUNTY COMMISSIONER
P.O. Box 1 - 90100
MACHAKOS

REF: **CC/ST/ADM/5/9 VOL V/117**

Date: **11th September, 2024.**

Deputy County Commissioner,
MASINGA SUB COUNTY.


RE: RESEARCH AUTHORIZATION - JOSEPHINE MUENI KILUTA.

The National Commission for Science, Technology and Innovation has authorized Ms. Josephine Mueni Kiluta to carry out a research on ***“Relationship between types of Parental Attachment, levels of self-esteem, and Academic Performance among Students in Mixed-day Secondary Schools in Masinga Sub County for the period ending 9th September, 2025.”***

License No. **NACOSTI/P/24/39736**

Please be notified and accord her the necessary assistance.

Thank you.


SAMANTHA KEGEHI
**FOR: COUNTY COMMISSIONER
MACHAKOS COUNTY.**

Encl;

Appendix K: Letter of Authorization- County Government of Machakos



**REPUBLIC OF KENYA
COUNTY GOVERNMENT OF MACHAKOS
OFFICE OF THE COUNTY SECRETARY**

Telephone: +254734525402/0112344966
Email: countysecretary@machakos.go.ke
info@machakos.go.ke

Machakos Highway
P.O. Box 1996-90100
Machakos, Kenya

When replying please quote:
OUR REF: GMC/2/CS/GEN/VOL.IV/51

17th September, 2024.

To,
Ms Josephine Kiluta,
Tangaza University,
P.O Box – 15055 -00509,
NAIROBI.

RE: AUTHORITY TO CARRY OUT RESEARCH.

I trust this finds you well.

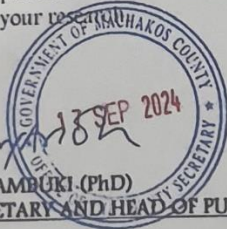
Reference is made to your letter dated 12th September, 2024 on permission for academic research data collection on Relationship between types of Parental Attachments, Levels of Self-esteem, and Academic Performance among students in Mixed-day Secondary Schools in Masinga Sub-County in Machakos County.

This is to inform you that authority is hereby granted to you to collect data for your research, subject to observation of ethical code of Research and other relevant National/County Regulations.

You are also requested to share the findings with the Chief Officer - Department of Education after the end of your research.

Thank you.


DR. MUYA NDAMBUKI (PhD)
COUNTY SECRETARY AND HEAD OF PUBLIC SERVICE



CC: Chief Officer – Department of Education

Appendix L: Letter of Authorization- Kangonde Secondary School



Appendix M: Letter of Authorization- Kikumini High School



KIKUMINI HIGH SCHOOL

P.O. BOX 357 - 90119, MATUU

Tel: 0725 324 299.

Email: secondarykikumini@gmail.com

Our Ref:.....

Date:.....

Your Ref:.....

27TH JULY, 2024

JOSEPHINE KILUTA

TANGAZA UNIVERSITY

P.O BOX 15055 – 00509

NAIROBI

DEAR MADAM,

RE: PERMISSION TO COLLECT RESEARCH DATA IN OUR SCHOOL

I am glad to inform you that your request to collect research data from our school is unconditionally granted.

You are therefore free to visit any day and time of your choice provided it is a working day.

Welcome.

Yours faithfully

Jeremiah Nzangi

Principal

THE PRINCIPAL
KIKUMINI HIGH SCH
P. O. Box 357-90119, MATUU
Date..... Sign.....

Motto: Elimika Ujitegemee

