

Influence of Parental Involvement in the Development of Self Esteem of Girls in Mixed Day Secondary Schools in Kadibo Sub-County Kisumu County, Kenya

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Abstract Parental involvement throughout the process of child development from childhood through adolescence to adulthood is very important. It instills admiration in a child and acknowledgement. Parental involvement builds self-confidence as well as self Esteem. Participation of girls in Kadibo Sub-County in leadership and public activities that require positive self-esteem from the local day schools has been low. Activities that students participate in ranges from student council, symposiums, public speaking, debates amongst other co-curricular activities. The study used Sequential Explanatory design within mixed methods approach that involved collecting, analyzing, and integrating both qualitative and quantitative approaches. The target population comprised 2214-day school going girls in the 14 mixed secondary schools. Sampling was done using stratified sampling and simple random sampling techniques. The study sample size included 304 students. Instruments of data collections included questionnaires, interviews and Focus Group Discussion. The finding of the study revealed that there is inadequate effective communication between teachers and parents, Girls raised with negative parenting styles often deal with negative self-perception and low self-esteem while those raised with positive parenting styles are happier and have higher self-esteem. Parental Involvement statistically significantly predicted self-esteem. The study findings showed there is need for parents to enhance their involvement in developing self-esteem through regular communication with the school and getting involved in their school activities. The study recommends that teachers, students and parents find effective and efficient way of communication so that they collaborate and motivate the girls by attending to their needs which can adversely improve their self-esteem.

Keywords Attitudes, Self-esteem, Parental communication, Involvement

1. Introduction

The purpose of the study was to find out the influence of Parental Involvement on Self-Esteem of Girls in Mixed Day Secondary Schools in Kadibo Sub County.

Self-esteem may be built or destroyed by parents of girls in mixed day secondary school who are the immediate care givers. Parental involvement can result to either control or lack of control over their children development. A child is deprived opportunities for self-reflection compromising their self-esteem. Providing care requires availability to offer unconditional regard, attention, recognition and rewards. Evidence suggests that parental loving behaviours such as unconditional regard, acceptance and approval is key in developing a child's self-esteem and sense of competence. Past studies among adolescents have shown girls of adolescent age score lowly compared to boys with regard to self-esteem.

In Kadibo Sub County, girls of secondary school going age have over the years reported low participation in debates, peer teaching, extra-curricular activities, student's governing council and active participation in symposiums and group discussion. The activities require strong personality and positive self-esteem for active involvement. The parents' involvement in building their self-esteem and general development has been below average.

Majority of motivational speakers have centred their address on building self-esteem as a means to all forms of excellence. The long term implication is troubling since the confidence gap that opens up during teenage often remains throughout adulthood hindering girls from being empowered into leadership positions in future, improved University entry and enrolment in STEM courses. Despite a third gender rule in Kenya, the country still struggles with the implementation matrix. A number of studies have been done on performance but little attention has been paid on parental involvement and self-esteem. It is for this reason that the present study exploited the Influence of Parental Involvement on Self-Esteem of Girls in Mixed Day Secondary Schools in Kadibo Sub-County-Kisumu County.

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Parental involvement is a key factor in student development [1] Parental involvement is the commitment and participation of parents during a child's life and growth process [2]. Parental Involvement is an area that has not only been appreciated by parents and administrators but also policy makers. Parental involvement involves integration of commitment and active participation on the part of the parent to the school and to the student. Scope of participants that make the cycle complete includes children, family and school with parents being the most notable.

Self-esteem is manifested on an individual's general emotional assessment of his or her own worth. According to [3], self-esteem is focused on releasing the inner self. Thus, self-esteem is defined as a positive or negative attitude toward the self. It is an area with increased studies to establish competitive age for different individuals. [4] also described self-esteem as the total sum of ones worth based on all the positive and negative perceptions that make up self-concept. Lack of self-esteem may result into poor acquisition of abilities and skills required to achieve life objectives and thus consequently affecting one's successful way of life. Previous studies have also associated low self-esteem with feelings of being helpless, weak, frightened, hopeless, in-complete, fragile, inadequate and worthless. People with low self-esteem are known to suffer from negative thoughts and fail to recognize their potential, fear criticism and are afraid to take up responsibilities, and afraid of forming their own opinion.

[5] cited four major factors in developing of self-esteem among adolescent children as being: the acceptance and treatment children receive from people considered significant in their lives, significant past success stories, aspirations and values which defines experiences and how one responds to devaluation. The scholars categorically pointed out the significance of academic achievement in forming a healthy self-image.

[6] posited that adolescent girls' self-esteem or self-worth do not only depend on criterial norms like absolute beauty standards, graduating from the highest-tier secondary school, but also very much on one's relative group position; for instance, social norms. For adolescent girls' classroom environment plays key role in modelling their self-worth. This is based on their daily interaction with classmates where they mutually shape each other's' perceptions of reality. Their self-esteem hinges on being the smartest, most popular, or most handsome kid in class.

[40], an agency with the obligation of handling all aspects of Education, helped in framing the Education 2030. Education is viewed as compulsory and must be accessed by all. The input of UNESCO on Sustainable Development Goal number four to fully address the need for all to have access to basic education. UNESCO therefore perceive education as a tool for increasing equity and access, seeing to it that education develops knowledge and skills in emerging areas including sustainable development among others as in the Education 2030 issue [40]. Education provides an avenue

through which the need for one to develop their self-esteem is brought into focus.

[7] noted the critical role parents play in the development of their children since they are the primary managers of the learners and they spend more time with them daily after school hours. The scholars cited cases where parents had been used to help revive student interest toward science and to address the negative perception toward science. Parents also play significant role in the development of their children by complementing the formal efforts of educational institutions. The support of parents in the academic field has the ability to increase the attitude, self-efficacy, and a strong expected outcome toward the science subject and careers in the future. Key to modelling adolescence girls' self-esteem, according to the scholars is the Parents' support to their children, family history, parental beliefs and motivation to their children.

[37] on Mental Health showed cases of suicide in Kenya has been on the rise between from 2015 to 2017. Even though they decried poor documentation and reporting of suicide cases, they showed that Kenya registers 6.5 suicides out of 100,000 people every year. The report further ranked Kenya position 114 out of 165. [8] Nyando Sub County Science and Engineering fair registered low participation of girls from mixed day secondary schools in the area. Out of the 58 students from mixed day secondary schools, only seven were girls [38]. It is clear that this is a low participation. Effect of self-esteem in girls is further seen in their academic output.

According to [9] self-esteem is clearly reflected in students' academic achievement. Students who have a sense of self-worth are more confident about themselves and are more motivated to go for their goals and achieve them. Considering academic output, there is a gap on performance among girls and boys in Kadibo Division. Considering 2017 KCSE results, only six girls managed a B out of 33 students who scored grade B and above in The KNEC examination. In 2021 KCSE results, only 18 girls out of 58 students managed a grade B and above which is 31%. Out of the 18 girls, only 1 girl attended mixed day school in Nyando Sub-County. The implication of the data means only one girl had opportunity to pursue competitive courses in 2021. From the data obtained at sub county exam department, even though performance had dropped with number of B and above dropping from 91 to 58, the percentage of girls from mixed day school was still below 5%. The data shows a significant drop in the number of girls accessing competitive courses which are predominantly STEM related with exception of law. Most of the STEM courses have significant correlation with individual self-esteem and self-belief.

According to [10] the study findings showed that 65% of Head teachers disagreed with Parents being involved in their learners' discipline further showing minimal parental involvement. The study further shows that majority of the pupils' leaders (40%) were in disagreement that their parents were participating in disciplinary procedures.

The present study focused on the influence of parental

involvement in self-esteem of girls in mixed day secondary school in Kadibo Sub-County. The key factors included influence of home environment, parents and school communication, learner's free will to choose and strategies in parental participation in decision making. This factors have correlation with self-esteem according to the study. There is high correlation between self-esteem and academic performance. [11] Academic performance can thus mirror the levels of self-belief and confidence which greatly influence academic performance.

The study objective was:

To examine the influence of school communication on parental involvement in developing self-esteem of girls in mixed day secondary school.

2. Literature Review

2.1. Introduction

This chapter presented a review of related literature on the relationship between parental involvement and self-esteem among girls in mixed day secondary schools across the world. Previous international, regional (Africa) and local (Kenya) researchers have used various design and statistical techniques in studying the relationship between parental involvement and self-esteem among students.

2.2. Parental Communication with School and Self-esteem of Girls

[12] conducted research in Iceland on Effects on parental and peer support on self-esteem of adolescents. The study examined self-esteem of adolescents who receive parental support and those who do not receive parental support. The study was a survey conducted among 2261 Icelandic population sampled randomly. The researcher made use of Rosenberg self-esteem scale to assess self-esteem. The findings showed that boys self-esteem ranked higher than the girls' self-esteem. The findings further showed that there was significant relation between gender and support with support impacting on girls more than boys. The study showed differences among boys and girls considering warmth from parents, ability to share personal issues and conversation. Present study will fill the gap by using questionnaire that includes questions beyond administering Rosenberg self-esteem questionnaire. Further present study narrowed down to self-esteem of girls and not comparing boys and girls. The present study also used both qualitative and qualitative approaches to fill the gap of past study which was a survey using quantitative approach to collect data. Tools used in the study was questionnaire while present study used Questionnaires, interview and Focus group discussions. The present study is thus much stronger than the reviewed study.

In Spain, [13] examined parents' contribution (i.e., authoritative, indulgent, authoritarian, and neglectful) to adolescents' self-esteem and internalization of environmental values. The study sample were 308 Spanish adolescents with

171 females (55.5%), between 12 and 17 years old. The four parenting styles were defined using measures of parental warmth and strictness. Self-esteem was captured with global and multidimensional measures. Internalization of environmental values was evaluated by measuring the priority given to biospheric values. Results revealed a consistent pattern between parenting styles and adolescent self-esteem and internalization of environmental values. Overall, adolescents from homes characterized by parental warmth have higher self-esteem and greater internalization of environmental values than their counterparts.

[14] in Turkey conducted a research on Self-Esteem, Daily Internet Use and Social Media Addiction as predictor of Depression among Turkish Adolescents. The study was conducted among 1130 students of age between 12 and 18 years enrolled in varied schools in southern region of Aegean. The study used survey as a design. The study was conducted among boys and girls. The study made use of Child's Depression Inventory, Rosenberg Self-Esteem Scale and Social Media Addiction Scale. Hypothesis was tested using Pearsons Correlation and Structural Equation modelling. The study findings revealed that Self-Esteem and Social media addiction predict 20% of daily internet use. The study further revealed that Self-esteem and daily internet use was directly associated with depression. The present study was in a different geographical area. Further the present study used concurrent triangulation as research design unlike the study that used survey.

[15] in the United States, examined the effect of family environment on self-esteem development from late childhood (age 10) through adolescence (age 16). The study adopted a longitudinal survey among 674 Mexican-origin families living in the United States. The study applied a cross-lagged panel models (CLPMs) to test the prospective effects of parenting behaviors (warmth, hostility, monitoring, involvement in child's education) and other characteristics of the family environment (quality of parental relationship, positive family values, maternal and paternal depression, economic conditions of the family, and presence of father) on self-esteem development. The findings in the CLPMs indicated parenting behavior had significant positive effects on children's self-esteem.

[16] carried out a study in Finland. According to the study, Parents' and teachers' well-functioning communication supports their partnership and also benefits pupils' well-being. Communication largely takes place using electronic tools. In the study, Finnish parents' ($N=1123$) and teachers' ($N=118$) opinions on digital communication in urban and rural areas were studied by applying a new 14-item Digital Communication Scale (DCS) created for the purpose. The three-factor structured DCS was used to elucidate parents' and teachers' views on their partnership, feedback, and clarity of messaging. In contrast to some negative headlines and myths, the main finding of the study was overall satisfaction with digital communication, which was seen as supporting the parent-teacher partnership and providing

valuable information on pupils' development and their everyday issues. Parents in rural areas seemed satisfied with digital communication as a partnership-building tool. The present study was slightly broader looking into more than one factor. Further, the present study was conducted in developing world unlike the past study which was done in a developed nation.

[17] conducted a Cross-Cultural Study in Spain, Portugal and Brazil to analyze the impact of parenting styles on adolescents' self-esteem and internalization of social values. The study sample comprised of 2091 adolescents from Spain ($n = 793$), Portugal ($n = 675$), and Brazil ($n = 623$) from 12–18 years old (52.1% females). The study examined authoritative, indulgent, authoritarian and neglectful parenting styles, measured through the warmth and strictness dimensions of the Scale of Parental Socialization ESPA29. Study findings showed that parental warmth is critical for adolescent self-esteem and internalization of social values across the countries. Indulgent and authoritative parenting styles are associated with high value internalization while indulgent parenting is associated with high adolescent self-esteem.

In Philipines, [18], carried a study on parenting styles, self-esteem and school performance of senior high students. The study was modeled according to the descriptive normative survey design and data collected through standardized survey tools. Study also conducted data mining to secure academic performance of the Senior High School of Tubigon, Bohol. Data was analyzed via averaging, Freeman Halton Test, Kruskal-Wallis test, and Chi-Square. The study findings indicated that majority of the 400 respondents yielded similar results in the four parenting styles, first is authoritative in both mothers (52.5 percent) and fathers (46.5 percent). It is followed by the permissive, father (21.5 percent) and mother (17.8 percent). It is followed by ambivalent parenting with fathers (18.8 percent) and mothers (17 percent). The majority (75.5 percent) of the respondents have high self-esteem. Almost a fourth (24.5 percent) had average self-esteem, and no one reflected low self-esteem. Nearly half (45.8 percent) of the total number of respondents had satisfactory school performance, more than a third (36 percent) had an outstanding rating, above a tenth (14 percent) had Very Satisfactory, and very few reflected Fairly Satisfactory (4.3 percent) results. The result of Freeman-Halton test revealed that there is no statistically significant association in the fathers' and mothers' parenting style and the age-groups of the respondents. Chisquare test revealed that parenting styles of both the father and mother are correlated with children's self-esteem ($X^2=7.717$, $df=3$, $p < 0.05$) between the mean ranks of at least one pair of the indicated categories, a strong evidence that parenting styles influences students perform at school.

In Nigeria, [19], conducted a study to examine gender differences in perceived parenting styles and self-esteem of adolescents and examined the relationship between perceived parenting styles and adolescents' self-esteem among in-school adolescents in Ibadan, Oyo State. The study used a multistage sampling technique to establish 504 pupils. Data was collected

using questionnaires adjusted to the Rosenberg scale. Self-esteem was scored on a (12–30) scale; scores ≥ 26 indicate high self-esteem, and scores ≤ 25 indicate low self-esteem. The mean age and self-esteem score were 14.9 ± 1.5 years and 24.0 ± 3.3 . Findings showed a third of respondents indicating parenting styles as authoritative (fathers: 36.3%, mothers: 38.9%). And that parenting style was positive and significantly related to adolescent self-esteem for fathers ($r=0.141$, $p=.001$) and mothers ($r=0.137$, $p=.001$). Research findings reveal significant association between perceived parenting styles and adolescents' self-esteem.

[20] of Ethiopia conducted a research on Perceived parent child communication and well-being among Ethiopian adolescents. The study examined the relationship between perceived parent child communication and depression, self-esteem, substance use and school adjustment. The sample size was 809 adolescents. The findings showed that male participants perceived the nature of communication with both parents as less open than girls did. The study also found a significant association between children's perception of communication with both parents and their subjective well-being. The findings of the study pointed to the need of open parent-child communication to adolescents' well-being.

[21] conducted a study on Relationship between Self-esteem and Indulgence in Behaviour Problems among Secondary School Students in Kenya. Theory used was Person Centered Approach by Carl Rodgers. Data was collected using Self-esteem scale and Indulgence in behavioural problems. The study design was concurrent triangulation. The findings revealed a marginal negative correlation between students' self-esteem and their indulgence in behaviour problems. The study further showed that students with high level of self-esteem were associated with low level of indulgence in behaviour problems. The recommendations from the study was parents should identify the best parenting practices that promote students' self-esteem and put it in practice. The present study was conducted among girls while considering their participation in positive activities.

[22] carried out a study on Influence of Neglectful Parenting Approaches on Self-esteem of Teenagers Aged 13-19 Years in Selected Day Secondary Schools in Lari Sub County. The study used a concurrent correlational research design, an approach which simultaneously considered quantitative and qualitative data collection strategies. From a target population of 4500 students, a sample size of 1280 participants was obtained. Data collection instruments used for quantitative data was questionnaires while qualitative data was collected using structured interviews guides. The study findings showed that 38.7% of the teenagers from neglectful parents were undergoing unwholesome self-esteem, 24.0% of teenagers from authoritative parents have a wholesome self-esteem. 37.3% of the teenagers had moderate self-esteem. The results further indicated that 30.9% of questionnaires respondents had pleasant encounters with their parents. 9.8% had moderate encounters with their parents while 59.3%

had antagonistic encounters with their parents. From the inferential findings, there was a statistically significant relationship also between neglectful parenting approach and teenagers' self-esteem, ($r = 0.740$, $p = .000$). This finding was also evident from the findings from qualitative data after thematic analysis.

[23] carried out a study on relationship between Parent-Teacher communication and Parental involvement in Pre-Primary school children's reading in Mumias East Sub-county in Kenya. The study considered Epstein's involvement though narrowed on communication. The study used survey and correlational design using a sample size of 180 parents of pre-school children and 30 teachers from both public and private school. The study showed that predominant means of communication included report cards, direct communication, use of diaries and involvement in school activities. The present study considered more than one way of involvement. Besides, the present study considered students in addition to parents and teachers as part of sample group.

[24] carried out a study on Relationship between Teachers' Working Conditions and Students' Academic Performance in Public Day Secondary School in Nyando. The study was informed by the concern that most public day secondary schools in Nyando Sub County had been posting poor grades between 2011 and 2015. The study adopted a correlation research design with the target population being all public day secondary schools in Nyando Sub-County. A sample of fourteen schools, which comprised 50% of the total population, was used in the study. Stratified random sampling was used to allow full participation of the schools. Four teachers were randomly sampled in each sampled school to fill the questionnaire, which was the data collection instrument. Descriptive and inferential statistics were used to present the results of the study. The results showed that there is a significant relationship between teachers' working conditions and students' academic performance. The major de-motivators of teachers towards learners were poor working conditions and inadequate teaching and learning materials. The main recommendation of the study was to seek government involvement in equipping school with the necessary infrastructure and improve the learning environment. The present study filled the gap first being conducted in Kadibo division using mixed method unlike survey in the reviewed study. The present study also narrowed down to only form three girls and not the entire school.

3. Method

3.1. Research Design

This study was modelled according to Sequential Explanatory research design. Research design refers to the overall strategy and approach that the researcher chooses to integrate the different aspects of the study in a coherent and

logical way, thereby, ensuring the researcher effectively address the research problem and obtain answers to research questions [25]. According to [25], the design allows for collection, analysis and comparison of both qualitative and quantitative data in response. The design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population giving room to compare and relate it to qualitative data obtained. This design allowed the researcher to describe the responses given by analysing participants' responses [26]. The design also allowed the use of standardized instruments like questionnaires and interviews and Focus Group Discussions. Thus the design was appropriate for this study because it allowed application of both quantitative and qualitative approaches for examining the relation between parental involvement and self-esteem among secondary going school girls. The design was suitable because of its' inclusivity when analysing data from questionnaire administered to students, interviews administered to class teachers and Guidance and counselling teachers and Focus Group Discussion to a group of students. The present study, data was collected, analysed, interpreted and presented in the sequence starting with quantitative data followed by qualitative data. This was done in order for quantitative data to be further explained in a more detailed and comprehensive way using the qualitative data.

3.2. Area of Study

Area of study is the physical location the present study was conducted [27] The study was conducted among girls in mixed day secondary schools in Kadibo Sub County in Kisumu County which is bordered by Muhoroni sub county to the north east of Kadibo while Nyando Sub County to the east as in the Appendix 6 attached. The approximate co-ordinate is 0°N 34°E. The Sub county was selected because not many studies have been done on it. Most of past studies focused on former Kisumu East district as a whole. Kadibo Sub County has a vast land under rice irrigation scheme besides bordering Lake Victoria.

3.3. Target Population

The target population is whole group of individuals or objects with some common characteristics to which researchers are interested in generalizing the conclusions study [25]. The target population consisted of 2256 persons of which is population of girls is 2214 from 14 public mixed day secondary schools in Kadibo Division [38] and 136 Parents' Representatives, Class teachers and Guidance and counselling Teachers. Target population will involve secondary school going girls in all mixed day public secondary schools, Parents representatives in Mixed day secondary schools in Kadibo division, all class teachers in the mixed day secondary school and all Guidance and Counselling teachers in mixed day secondary schools. Kadibo Sub County is divided into two divisions namely: Nyangande and Rabuor.

Table 3.1. Target population of Girls, Parent Representatives, Guidance and Counselling and Class Teachers in Mixed day secondary School in Kadibo

Division	Number of schools	Girls in Mixed day school	Parents' Representatives	Guidance and Class Teachers	Target population
Rabuor	8	1056	8	16	1080
Nyang'ande	6	1158	6	12	1176
Total	14	2214	14	28	2256

Table 3.1. Sample size of Girls, Parents' Representatives and Teachers in Mixed day secondary School in Kadibo

Zone	Number of schools	Girls in Mixed day school	Parents' Representatives	Guidance and Class Teachers	Target population
Rabuor	8	150	8	16	174
Nyang'ande	6	154	6	12	172
Total	14	304	14	28	346

3.4. Sample Size

Sample Size for the girls in mixed day secondary school was determined scientifically. According to [28], the result can be generalized to the entire population. According to [29], quantitative research designs require large samples to increase representativeness and reduce sampling error. [28] recommends a sample size of 10-50%. The present study used a sample size of 346 which was from the 14 mixed day secondary schools consisting of students, parents' representatives, class teachers and guidance and counselling teachers.

The study employed proportionate sampling for students whereby the sample size was determined from each school based on the proportion they account for from the total sample size of 304 for students. The sample was narrowed to the form three students in the 14 schools since they are more stable respondent and are able to give fairly accurate information compared to other classes.

Finally, simple random sampling was used to obtain the exact sample for each proportion.

The instruments were first piloted in two schools each from the two zones among 40 girls. The information obtained was used to improve the instruments for the actual data collection.

For qualitative data, the study employed Purposive sampling was used to identify one form three class teachers, guidance and counselling teacher and Parent Representative as respondents for interview.

Out of a total of 304 questionnaires administered to the form three students, 254 of them were duly filled with all questions fully responded to for data analysis, which translates to 85.6% response rate.

4. Data Analysis, Interpretation and Discussion of Findings

4.1. Religion, Age and Family Background of the Respondents

Table 4.1. Demographic Information of the Respondents

Bio-data	Count	Percent	Cumulative percentage
Religion			
Catholic	114	45	45
Muslim	16	6	51
Protestant	114	45	96
No religion	8	3	99
Others	2	1	100
Total	254	100	
Age (Years)			
≤ 16	5	2	2
17	48	19	21
18	107	42	63
≥ 19	94	37	100
Total	254	100.0	
Family Background			
Both parents	160	63	63
Single parent	36	14	77
Orphan	58	23	100
Total	254	100	

Table 4.1 shows demographic information of the respondents. Majority of the respondents (90%) who took part in the survey were catholic and protestants. Catholic remained the single denomination with highest number standing at 114 (45%) This finding implies that most respondents are Christians which are viewed as dominant religion in the study area. However, it is noted that although minority of the sampled 16(6%) respondents were Muslims, 8(3%) had no religion while 2(1%) were in other religious groups not in the list in the study.

On their ages, it was established from the results of the survey that the respondents aged below 16 were 5 (2%) while those who are 17 years, were 48 (19%). Almost a half 107 (42%) of the respondents were aged 18 years, with 94 (37%) of them being either over/or 19 years of age. This implies that most of the students were above 18 years, which could

indicate that they were able to appropriately participate in this study. According to ministry of education guideline which recommends age for sitting class eight as 14 years, it implies that form three should be 17 years. The data shows about 79% of the learners are behind recommended completion time.

On family background, it is evident that more than a half 163 (63%) of the student who took part in the survey lived with both parents. 36(14%) of the students lived with one parent while 58 (23%) were orphans. The number of students not experiencing care of both parents was 37% which is significant.

4.2. Whom They Stay with as a Parent

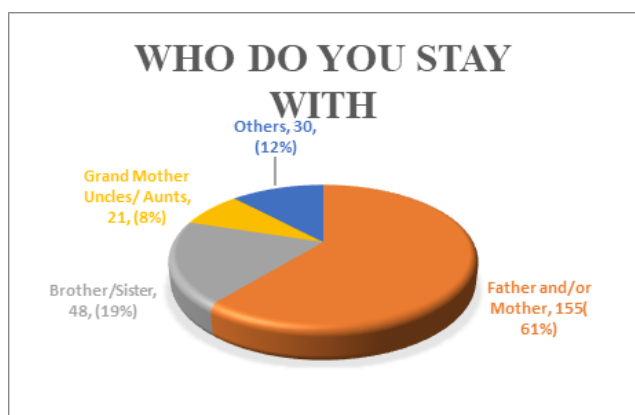


Figure 1. Whom They Stay With As Parent

Study shows that more than a half 155 (61%) of them lived with either their father or mother, with only a minority 48 (19%) of them staying with their brothers or sisters, 30(12%) stay with others and 21(8%) stay with their grandparents. This finding concurs with the fact that majority of the student who took part in the survey were living with their parents.

4.3. Parents Highest Level of Education

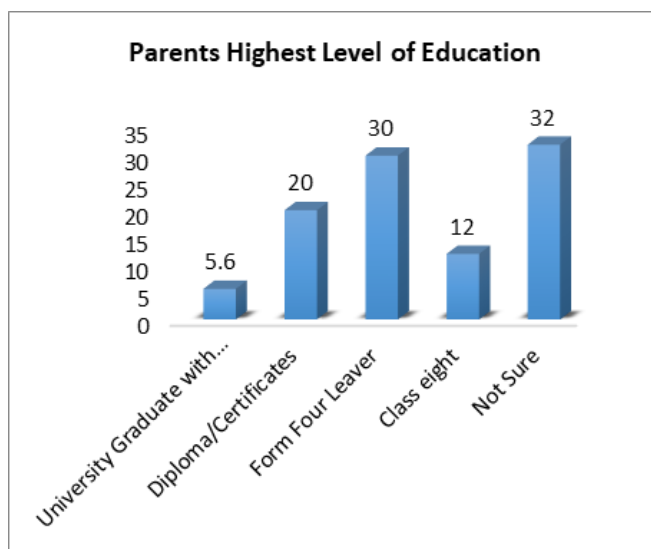


Figure 2. Parents Highest Level of Education

Majority of the parents did not have post-secondary training. Only 25% had post-secondary training out of which only 5% were university graduates. Parents who were form four leavers accounted to 30%, parents with primary level of education were 12%, while 32% were not sure of their parents' level of education. This finding is in agreement with findings from the interview conducted to class teachers where it came out that a good proportion of parents did not have post-secondary training hence did not appreciate the significance of their participation and attendance of school activities.

4.4. Time spent on TV/Radio and Phone

Table 4.2. Time Spent on TV/Radio and Phone

Bio-data	Count	Percent	Cumulative percentage
Hours spend TV/Radio/Phone			
Less than 1 Hour	145	57	57
1-2 hours	48	19	75
3 hours	46	18	93
More than 3 hours	15	6.1	100
	254	100	

Majority of the study participants, 145(57%) were spending Less than 1 Hour, 48 (19%) were spending 1 to 2 hours, 46 (18%) were spending 3 hours while only 15(6.1%) were spending more than 3 hours which could offer valuable information on how it influences their self-esteem the student. Being students in day school, about 43% had access and time to use media and technology.

4.5. Parental Communication with the School

The table below shows a table of responses given by students regarding the communication between the school and parent.

Table 4.3 showed responses of respondents regarding Parental Communication with the School. The results of the survey on Parental Communication displayed by some of the parents whose children took part in the survey is shown by the responses in the 5 point Likert scale.

The results obtained during the study from the respondents revealed that most schools have a functional system of communication with parents but a gap in feedback from parents whenever communication is done.

40.5% of respondents strongly agreed that they feel good when their parents have contact of their class teachers. 20.5% did not agree. 60.6% both strongly agreed and agreed that schools have a system of sending common text message to all parents. Out of the 60.6%, 34% strongly agreed. 32.5% didn't agree the schools have a system of communication. Most respondents who strongly agreed and the respondents who agreed that schools release newsletter with a list of activities and important communications whenever they go home accounted for 70.3% of respondents, 23.3% did not agree.

Table 4.3. Parental Communication with the School

Statement	Proportion of respondents (%)					Mean	Std. Dev
	SD	D	N	A	SA		
I feel good my parent/guardian has the contacts of class teachers	11.5	9	13.5	25.5	40.5	3.7	1.4
Our school has a system that sends common Text messages to all parents.	15.8	16.7	6.9	26.6	34	3.5	1.5
Our school releases newsletter with list of all activities and important communications whenever we go home	13.9	9.4	6.4	21.8	48.5	3.8	1.5
My parent/guardian always attends school meetings when requested	3	3	7.9	30.7	55.4	4.3	1.0
My parent/ guardian spares time once in a while to check on my performance and discipline at school	11.5	13.5	11	32.5	31.5	3.6	1.4
Our school annually organizes parents AGM and academic clinics	17.5	16.5	12.5	24	29.5	3.3	1.5
Most parents create time to attend parents functions like AGM, Academic days e.t.c. in school	8	11.5	12.5	37	31	3.7	1.2
Parents' representative of our class rarely creates time to meet us and talks to us as a class.	15.5	19	12	23	30.5	3.3	1.5
Parents of our school do not have an online social group where they are able to discuss school affairs. (Whats'app Group or Facebook group)	8	10.4	6.5	21.9	53.2	4.0	1.3
My parent/guardian rarely read and check communication about school in their online platforms	5	12	10.5	27.5	45	4.0	1.2
My parent/school share and discuss confidential information about my discipline and performance.	9	10.9	15.9	40.3	23.9	3.6	1.2
Mean Score						3.71	1.34

The study findings showed that schools commonly use Mobile phone communication, Short Message System and newsletter as means of relaying information to parents. The means on respondents' response on use of mobile phones, Short message System and newsletter had means of 3.5 3.7, 3.5 and 3.8 is a positive indication that the schools are making effort to pass information to parents. The findings is in agreement with [23] which showed that the predominant Parent-Teacher communication included report cards, direct communication, use diaries and involvement in school activities.

Parent Representative 1 during interview session had this to say;

"most teachers will call us to inform us whenever our children are involved in an issue at school. When school closes, we always expect three documents that is report form, newsletter and fee balance slip."

Class teacher 2 had this to say;

"every end of term, the school produces report forms to be taken to parents to show their daughters performance, newsletter to inform the parents of important communications from the school and critical events and dates and fee slip to show fee balances though some students do not deliver the items to parents."

55.4% strongly agreed that their parents or guardians always attend parents' meetings when requested while 30.7

agreed. Only 3% of the respondent strongly disagreed while 35 disagreed. The mean is 4.3 which is a strong indication of parents' availability to attend school activities whenever they get information.

31.5% of respondents strongly agreed that their parents or guardians spares time once in a while to check performance and discipline at school 32.5% agreed. 13.5% disagreed while 11.5% strongly disagreed with a mean of 3.6 which is moderate. According to [30] authoritarian parenting style has a significant positive relationship with academic achievement. Authoritarian parents have one outstanding trait which is follow up on what their children do. The moderate involvement shows there is still need for parents to improve their follow up on daughters' school activities.

Class teacher 3 had this to say;

"a number of parents are not keen to check the daily assignment the teachers give students. The students often come back to school with assignment incomplete with little questions from parents."

29.5% strongly agreed while 24% agreed that the schools they attend annually organizes annual general meetings and academic clinic with an average of 3.3. This indicates that even though the parents are involved, the planning is still low for proper communication between school and parents.

[23] showed involvement in school activities as one of the way to get parents participate in school activities.

Parent Representative 7 during interview had this to say;

"Parents are yet to take their responsibilities in engagement with school seriously. Schools with good academic records have close to if not 100% turn up for parents meeting. It is frustrating to organize a meeting but only end up with parts of parents participating yet resolutions from such meetings affects all."

Student 1 from FDG 3 had this to say;

"I don't know why my parents fail to attend parents meeting. At times my mother is just at home but misses parents meeting."

Class teacher 5 had this to say during the interview;

"literacy level of a parent determines how involved they are in school activities. Most parents who didn't go beyond class eight do not take secondary education seriously."

30.5% of respondents strongly agreed that parents' representatives rarely create time to meet the learners and talk to the class they represent. Mean of 3.3 is a significant indication that the parents representative possibly does not actively participate in meeting the students and sharing with them.

Class teacher 3 had this to say;

"I have not met my class representative since he was elected by the parents. The class is now in form three. Students have not interacted with him unless outside school."

53.2% of respondents strongly agreed that parents do not have an online social group where they can get communication from the school. 21.9% agreed. 8% of respondent strongly disagreed. The mean was 4.0 which shows the low use of social media as a means of communication between parents and school.

Student 4 from FDG 2 had this to say;

"my parents do not have a touch screen phone. In fact in our house only my father has a phone and he works away from home. We do not get communication from the school."

According to Communication authority of Kenya statistics (2023) access to smart phone grew from 61% to 67%. The larger proportion of those owning smartphones seems not to be residents of Kadibo sub county where the study was conducted.

45% of the respondents strongly agreed that their parents rarely read and check communication about school in their online platform. 27.5% of respondents agreed their parents rarely read and check communication about school in their online platform, only 17% did not agree.

The mean of the data was 4.00 which indicates positive agreement by the respondents.

Student 4 in SDG 3 said;

"I am the one who always relays communication from school. WhatsApp groups created for parents do not work because very few parents have smartphones

and those who have smartphones rarely buy bundles or check messages. My guardian is in the group but rarely check information in the wall unless I alert her."

19.9% of the respondents both strongly disagreed and disagreed that there is sharing of confidential information about discipline and performance. 64.2% both strongly agreed and agreed that parents and school share confidential information about discipline and performance.

The mean of the data was at 3.71 which showed that there is agreement on moderate influence of Parental communication with school. According to [23] online communication was not listed as a predominant means of communication between teachers and parents.

4.6. Discussion

The research findings show that the more teachers communicate relevant information about the learners with their parents, the better equipped both will be to help students achieve academically and this in turn aids in building their self-esteem. According to [31], showed a strong evidence that parenting styles influences student perform at school. Parental presence and warmth depends on parenting styles. Authoritative parents will always be available to get feedback on their daughters' progress participating in influencing self-esteem. However, in the study, it was established that there is a barrier in communication between the school and parents or guardians. Since most schools are integrating technology in communication, phones have become a common tool in communication but it was revealed that most parents do not have smart phones and are not able to participate in platforms which require smart phones for access like WhatsApp groups created for parents. Access to technological tools by teachers is an indicator that teachers working conditions has greatly improved. Most schools facilitate teachers and create environment for access and use of technological tools in communication. According to [32], there is significant relationship between teachers working conditions and students' academic performance. Such schools are able to relay real time feedback and have open communication with parents so both learn more about students' needs and when their needs are met then their self-esteem is elevated as well. The study further corroborates with [33] where Parents' and teachers' well-functioning communication supports their partnership and also benefits pupils well-being. Both parents in urban set up and rural setup were both satisfied with digital communication as a partnership. However, the partnership is still a gap which needs to be improved according to the results obtained during the data collection.

5. Conclusions

The present study found out that there is established channels of communication namely newsletters, telephone communication from class teachers or school, text messages, school meetings and social media platforms. From the study findings, some parents are not able to receive communication

through telephone possibly because they don't have smartphones so not able to participate in WhatsApp group or do not have class teachers contacts. The study findings also showed that even though there is improved parental involvement in organized school meetings, there is still need for parents to initiate meetings with school to check the discipline and performance of their learners. The study findings revealed parents' representatives do not regularly create time to meet the students. It is also evident the parents' representative require orientation like the one done to Board of Management so they effectively support development of Self-Esteem of the girls. Despite a moderate access of smart phones among Kenyans, parents in the study area have low access to such platforms. The findings show schools which insist on using social platforms will miss out on majority of the learners and only pass information to a few. Communication is a critical part of sharing information. Parents who receive communication in time are able to effectively involve themselves in the development of self-esteem of their daughters. There is significant influence of school communication on parental involvement in developing Self-Esteem of the girls. The analysis revealed a moderate positive correlation between parental communication and self-esteem of girls in mixed day secondary schools.

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