INFLUENCE OF PARENTAL NEGLIGENCE ON STUDENTS' ACADEMIC PERFORMANCE AMONG FORM THREE STUDENTS IN SECONDARY SCHOOLS IN YATTA SUB-COUNTY, MACHAKOS COUNTY, KENYA

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JULY, 2024

DECLARATION

I declare that this document and the research that it describes are my original work and that they have not been presented in any other university for academic work.

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This research proposal was conducted under our supervision and is submitted with our approval as university supervisors.

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DEDICATION

I dedicate this work to my parents Mr. John Makanga and Mrs. Esther Makanga for their unending patience and understanding as I undertook this thesis. Their support of a physical, emotional, and spiritual level has been crucial to my achievement. I wish to thank my son Moses Mutie for his understanding and encouragement he has extended to me throughout the process of this thesis.

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ABSTRACT

Education is fundamental for human development and economic growth. All children have a right to education. However, factors beyond children, including parental neglect, pose challenges to their educational goals. The purpose of this study was to investigate the effect of parental negligence on the academic performance of Form three students in secondary schools in Yatta Sub-County, Machakos County, Kenya. The objectives of this study were to determine the influence of physical; educational; and emotional negligence on students' academic performance. The anchoring theory for the study was The Ecological theory. The research design was a descriptive survey. The study targeted all Form three students attending secondary schools in Yatta Sub-County, Machakos County, Kenya, totalling 3121 students from sixty-one secondary schools. Simple random technique was used to select a sample of 355 students from twenty-one secondary schools, with one Children's Rights Officer and 21 Form three class teachers, yielding a total sample of 377 respondents. Questionnaires and interview schedules were administered as the main research tools. For statistical analysis, students' responses were obtained using Childhood Trauma Questionnaire. Validity and reliability of the questionnaire was assessed. Quantitative data were analyzed using descriptive statistics. Furthermore, to determine the influence of parental negligence on students' academic performance, the study employed a multiple regression model. Content analysis based on the information on the dependent variable was used to analyze qualitative data, which was then presented thematically according to the study objectives. The study findings revealed that emotional negligence has the most significant negative effect (24.1%) on students' academic performance in secondary schools, followed by physical negligence (20.5%), with educational negligence (13.9%) exhibiting the least negative impact. The analysis underscores the pervasive influence of neglect across physical, educational, and emotional dimensions, highlighting challenges such as inconsistent homework completion, irregular school attendance, and limited parental involvement. The study, therefore, concludes that physical, educational, and emotional parental negligence lowers students' academic performance. The study suggests increased parental engagement in children's education and training parents by policymakers in effective parenting strategies to enhance positive parent-child relationships. The study contributes to new knowledge by providing empirical evidence of intricate relationship between neglectful behaviours and student outcome. Further research is recommended to explore the combined effects of various forms of parental negligence on students' academic performance.

OPERATIONAL DEFINITION OF TERMS

For this study the terms were operationally defined as follows:

A Student	A Form three attending secondary school.
Above Average Grades	A student's ability to obtain a mean grade of a B- and above in Form one and two end of year exams.
Average Grades	A student's ability to obtain a mean grade of either a C+ or C plain in Form one and two end of year exams.
Below Average Grades	A student's ability to obtain a mean score of a C- and below in Form one and two end of year exams.
Educational Negligence	This refers to the parents or a caregiver's failure to provide a student with basic learning materials when he or she is in a position to do so for instance geometrical set and four figure table or even allowing the student to remain at home to take care of the siblings instead of attending school.

Emotional Negligence	Failure of a parent or a caregiver to supply a student with the love and support needed to thrive emotionally by ignoring, not giving attention, supervision, encouragement, or reacting with coldness towards the child. It also includes exposing the child to domestic violence.
Parental Negligence	A parent's or a caregiver's failure to provide for a student's physical, emotional, and educational needs when in a position to do so.
Physical Negligence	Failure of a parent, a caregiver, or a loved one to provide basic material needs for a student that includes adequate food, clothing or medical care.
Students' Academic Performance	Evidence of the academic ability of a student in terms of passing or failing in examination

ABBREVIATION AND ACRONYMS

ACEs:	Adverse Childhood Experiences
ANU:	Africa Nazarene University
CTQ:	Childhood Trauma Questionnaire
NACOSTI:	National Commission for Science, Technology, and Innovation
SPSS:	Statistical Package for Social Sciences
WHO:	World Health Organization

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

The section covers the definition of variables, the background of Adverse Childhood Experiences, and builds the basis for this study. It also covers the statement of the problem, purpose and objectives of the study, research questions, significance and assumptions of the study, scope and delimitations, and limitations of the study. Further, the theoretical and conceptual framework of the study was discussed. All these assisted the researcher in investigating the subject matter which is the influence of parental negligence on students' academic performance among Form three students in secondary schools in Yatta Sub-County, Machakos County, Kenya.

The investigation operationalized the variables employed in this study. Parental negligence, the independent variable, comprised three categories: physical negligence, educational negligence, and emotional negligence. Students' academic performance was the dependent variable. The study was guided by Bronfenbrenner's ecological theory.

1.2 Background of the Study

Education has been identified as a tool to reduce violence meted out on children either at home, school or in broader society for it affects educational outcomes. It determines if a student can attend and remain in school and if he or she will make any progress in terms of learning outcomes. Educational outcomes impact violence, equipping potential perpetrators with the knowledge to address the root causes of parental negligence, thereby influencing its prevalence and dynamics. The same

notwithstanding, a large population of children in many countries of the world is still a victim of a denial of the right to education courtesy of factors beyond their control such as parental negligence and abuse (Ospina, 2017).

The term "Adverse Childhood Experiences" (ACEs) refers to any forms of maltreatment, neglect, and other potentially traumatic events that happen to children before they turn 18 and may have a lasting detrimental influence on things like their education, health, and general well-being. The study that gave rise to ACEs was conducted in 1995 and 1997 by the California-based Kaiser Permanente healthcare system and the Centre for Disease Control. This study focused on how ACEs throughout childhood and later life's decreased health and well-being are related. According to the study, there exists a great link between ACEs and risky behaviours, psychiatric problems, significant illnesses, and the leading causes of death (Centres for Disease Control and Prevention, Kaiser Permanente, 2019).

In 2018, a WHO investigation made the startling discovery that 41,000 homicide incidents each year involved victims who were under the age of 15 years. According to the data that was gathered, twenty three percent of children worldwide experienced physical abuse in 2017, sixteen percent of children had physical neglect, twelve percent experienced sexual abuse, and thirty six percent experienced emotional abuse. Further examination of the Web of Science analytics shows that, between 2010 and 2017, referrals to ACE climbed steadily by ten times. This indicated a huge increase in disclosure surrounding the idea. Around a billion children worldwide are thought to undergo physical, sexual, or emotional abuse every year (UNICEF, 2020).

A study by Naeshia (2017) looked at the association between Adverse Childhood Experiences and educational outcomes among 65,593 children ages 6-17. The study

noted that exposure to ACEs and a decreased likelihood of caring to do well in school enjoyed a significant association. Male children exposed to 2 or more ACEs were less likely to care about doing well in school and less likely to do all the required homework as compared to males exposed to zero ACEs. The likelihood of females exposed to 2 or more ACEs caring about doing well in school and the drive to do all the required homework was less as compared to female children exposed to zero ACEs. The critique of the study is that there was a possibility of bias for parents giving the responses instead of the children which could lead to underreporting. The study used a large sample size. The current study filled these gaps by having a relative sample size of 355 students and the target group was Form three students in Kenya who gave information on the various forms of parental negligence they have faced.

Kosticet (2019) looked at the frequency of risk variables. They included ACEs and their effects on a nationally representative sample of Serbian individuals aged 16 to 65 in terms of health and educational outcomes. The same was accomplished by cross-sectional research that used computer-assisted personal interviews and a face-to-face methodology for data collecting. In the first stage, a stratified cluster sample was used, and in the second stage, random sampling was used. The final sample had 2,792 respondents from both urban and rural areas. Eighteen percent of the respondents dropped out of school or university. The prevalence of dropout increased with ACEs. Almost one in five people who had experienced four or more ACEs reported leaving education before completion. The critique of the study is that the age of the respondents might have resulted in recall bias for some of the respondents were 65 years old. This gap was filled by the recent study by having respondents of ages 15-17 based on a Kenyan setup.

Child negligence is still rampant in Kenya despite the efforts in legislation and enactment of policy frameworks against child abuse (Lwandiko, 2023). The Kenya 2019 Violence against Children Survey, designed to produce national-level estimates of experiences of sexual, physical, and emotional violence in childhood reveals the magnitude of the situation in Kenya. It was a cross-sectional household-based survey involving youths aged 13-24. The finding of the survey was that nearly half of the females (45.9%) and more than half of the males (56.1%) experienced childhood violence in Kenya. Two out of five females (38.8%) and half of males (51.9%) experienced childhood physical violence. Among the 15.6% of females who experienced childhood sexual violence, two-thirds (62.6%) experienced multiple incidents before age 18. Childhood emotional violence affected 30.9% of females and 31.0% of males (RoK, 2019).

In Kenya, students are performing below their expected grade level, resulting in grade repetition. Repetition rates in developing countries are usually high with the highest being in Sub-Saharan African countries where annually, twenty two percent of primary-grade children repeat a grade. In East Africa 12.3% of primary school children must repeat a grade and later drop out of school. The report also shows a high level of poor performance in Machakos County, Kenya, where 6 out of every 10 pupils repeat a class (Uwezo, 2018). This is also evident from Yatta Sub-County KCSE performance attached in table 1.1 and 1.2 for the last three years. Hence there is a need to establish if parental negligence influences non-completion of homework which is a recipe for inferior performance.

Kumar, Amugane, and Madeghe, (2018) examined the mechanisms relating to Mother ACEs on offspring's mental health. Thirteen ACEs were examined in a sample of 394

mothers. According to the research, most (forty percent) of the women had a difficult childhood. Sexual abuse and domestic violence throughout childhood have been connected to poor physical health in adulthood, which is further linked to greater internalized and externalized problems in kids. The criticism is that the study focused on the impact on the individual's long-term outcomes, and less on their offspring. The current study focused on the students' experiences of negligence and linked this to their academic performance.

In an expose by KNA (2022) a cross-sectional survey in Kajiado County, revealed that twelve percent of 217 pupils affirmed having been forced into having sex. Twenty-four percent of the parents reported having spent limited time with their children. Eleven percent of the teachers reported that they did not communicate effectively with their pupils on issues of negligence and abuse, and this resulted in the pupils having low grades and others losing interest in school. Further, thirty five percent of the pupils reported that teachers used threats to them or even shouted at them. This study looked at ACEs in general without majoring in a particular one and never looked at the ACEs association with students' performance. This gap was tackled in the current study by looking at the influence of parental negligence on students' academic performance.

A study by Muriithi (2020) examined how parental neglect of children affected the educational failure of grade 2 students in Muvuti Sub-County. The sample population was 150 pupils, 150 parents, 10 headteachers and 15 teachers totalling 325 participants. The results showed that a sizable portion of primary, secondary, and university-aged children drop out of school due to parental negligence. Fifty one percent of the kids had their educational needs neglected, fifty percent had their

physical needs neglected, and nine percent had their emotional needs neglected. This study concentrated on grade two pupils with teachers being the key informers. The current study filled these gaps by having the Children Rights Officer as the key informant besides the teachers, and the focus was on Form three students in Yatta Sub-County. Given the detrimental effects of parental negligence on children's education, it was crucial to add the current study's findings to those already conducted.

In the Kenyan set up there is scanty information on parental negligence mostly from Machakos County. This disparity informed the researcher's interest in the study on the influence of parental negligence on students' academic performance among Form three students attending secondary schools in Yatta Sub-County, Machakos County, Kenya.

Table 1.1: KCSE Performances in Yatta Sub-County in 2022

Score	Number of students	Percentage
A	1	0.02
A-	5	0.12
B+	20	0.47
B	65	1.53
B-	137	3.23
C+	301	7.09
C	456	10.75
C-	632	14.90
D+	779	18.36
D	938	22.11
D-	837	19.73
E	72	1.70
Total	**4243**	**100.00**

Source: (Yatta Sub-County Education Office, 2023)

Table 1.1 provides a comprehensive overview of the Kenya Certificate of Secondary Education (KCSE) performances in Yatta County for the year 2022. The table details the distribution of scores among students, indicating the number of students who

achieved each grade. The scores range from A to E, capturing the diversity of academic outcomes. The performance in Yatta Sub-County in 2022, as indicated in Table 1.1, appears to be predominantly in the lower grade range, with a significant majority of students scoring D and below. Specifically, a substantial number of students fall within the D+, D, and D- categories. Conversely, only a limited number of students achieved a pass mark of B+ and above. This distribution suggests a trend toward lower academic achievement levels, with most students facing challenges in attaining higher grades. The presence of a significant number of students in the D and below categories may be indicative of performance issues or challenges within the academic landscape in Yatta Sub-County during the specified year. These formed the need for a study to assess factors affecting academic outcomes such as parental negligence.

Table 1.2: Mean Score Trend of KSCE Performance of Yatta Sub-County from 2020-2022

Year	KSCE Mean Score
2022	4.15
2021	4.06
2020	4.24

Source: (Yatta Sub-County Education Office, 2023)

Table 1.2 presents the mean score trend of Kenya Certificate of Secondary Education (KCSE) performance from the years 2020 to 2022. A notable decline is observed in the subsequent year, 2021, with the mean score decreasing to 4.06. This decline suggests a downturn in academic performance compared to the previous year. The most recent data for 2022 continues to reflect a decrease in the mean score, which now stands at 4.15. This indicates a continued trend of diminishing academic performance compared to both 2020 and 2021 (Yatta Sub-County Education Office,

2023). The decline from a mean score of 4.24 in 2020 to a mean score of 4.15 in 2022 raises concerns about the factors influencing this negative trajectory. This prompts further investigation into potential issues affecting the academic outcomes of the student population. Analyzing the mean score trend over the three years, it becomes apparent that 2021 witnessed a more significant decline, while the decrease from 2021 to 2022, though still present, is comparatively less pronounced. Understanding the reasons behind these fluctuations was essential for implementing targeted interventions and strategies to improve academic performance and ensure a positive trajectory in subsequent years.

1.3 Statement of the Problem

The importance of education as a fundamental human right cannot be overstated (Beiter, 2017). Despite efforts by the Kenyan government to ensure universal access to quality education, instances of child abuse and neglect impede academic progress. Article 53(1) of the 2010 Kenyan Constitution underscores the need to protect children from various forms of harm, including abuse, neglect, and violence (Olwande, 2021). However, challenges such as high dropout rates, absenteeism, and disciplinary issues persist, particularly evident in below-average KCSE results in Yatta Sub-County, Machakos County (Olwande, 2021). Parental negligence, often concealed by shame or secrecy, exacerbates these challenges and significantly impacts students' academic performance (Shanta, 2018). Research indicates that students exposed to adverse childhood experiences (ACEs) are less likely to succeed academically and more prone to dropping out of school (UNICEF, 2020). The prevalence of parental negligence underscores the urgent need to address this issue, not only in Kenya but globally, given its detrimental effects on students' education

(Olandwe, 2021). These indicate the urgency of the current study for child neglect is a major problem not only in Kenya but also globally, with adverse influence on students' education.

According to a meta-analysis study on child neglect, most studies have been conducted in North America, primarily the United States and other sparsely populated nations. The data show that, except for South Africa, there is very little research from the African continent (Neema, 2021). Locally, studies (Kumar 2018, Kandagor 2021, & KNA 2022) have been conducted on parental negligence in Nairobi County, Baringo County, Kajiado County, and Makueni County. Yet, there is no proof that any empirical research on the impact of parental neglect on academic performance in Machakos County has been done. Most of the reviewed literature had perspectives from developed countries with the parents giving self-reports of neglect instead of the children Lloyd, (2018), Chung et al., (2019), & Estaban (2018). The study addressed existing research gaps in the Kenyan context by examining parental negligence and its impact on students' academic performance, focusing specifically on Form three students. Prior studies from various Kenyan counties, including Kiambu (Mbwayo, 2019), Kajiado (KNA 2022), Baringo (Kandagor, 2021), and Makueni (Muriithi, 2020), did not target Form three students or investigate the three types of negligence comprehensively. Moreover, none of these studies utilized the Childhood Trauma Questionnaire to collect data on neglect. To address these gaps, this study adopted a descriptive design and the Childhood Trauma Questionnaire to shed light on parental negligence among Form three students in secondary schools in Yatta Sub-County, Machakos County, Kenya. Given the detrimental influence of parental negligence on students' education, this research aims to provide insights that could inform the development of potential mitigating measures to improve academic performance,

particularly in Machakos County, where a significant number of neglect cases have been reported to the Yatta Children's Office.

1.4 Purpose of the study

This study sought to investigate the influence of parental negligence on students' academic performance among Form three students in secondary schools in Yatta Sub-County, Machakos County, Kenya.

1.5 Objectives of the Study

The study was guided by the following objectives. To:

i. Determine the influence of physical negligence on students' academic performance among Form three students in schools.
ii. Establish the effect of educational negligence on students' academic performance among Form three students in schools.
iii. Find out the impact of emotional negligence on students' academic performance among Form three students in schools.

1.6 Research Questions

The study had attempted to answer the following research questions:

i. What is the influence of physical negligence on students' academic performance among Form three students in schools?
ii. To what extent does educational negligence affect students' academic performance among Form three students in schools?
iii. How does emotional negligence impact students' academic performance among Form three students in schools?

1.7 Significance of the Study

The goal of the study is to raise awareness about parental negligence as a legitimate issue that requires quick action and a comprehensive strategy to solve. After receiving professional training from the government and instruction from trauma-sensitive instructors, it is believed that teachers will benefit from knowing how to recognize students who have experienced trauma and help them accordingly. The study informs parents about the harm that neglect causes to their children's education, enabling them to better parent and promote healthy child development. The schools hope to benefit by rethinking discipline and being encouraged to have strategies that keep students in school. The policymakers gain from being made aware of the importance of putting laws protecting children's rights into effect and developing initiatives to assist individuals who are impacted. This study serves as a starting point for future studies on parental negligence and how it affects children's academic achievement.

1.8 Scope of the Study

Research studies have a defined scope and cannot cover all sites of interest (ANU, 2019). This study focused on Form three students enrolled in secondary schools within Yatta Sub-County, Machakos County, Kenya. Exclusion of form fours was due to two main reasons. Most schools were unwilling to allow their form fours participate in these interviews considering the proximity of the KCSE examination. Either the nature of the questions in the questionnaire might have triggered negative childhood memories which would have interfered with their class concentration. Exclusion of the students in Form one and two was based on the fact that their academic performance may not have been adequately established, as the Form twos had only done one comprehensive exam while the form ones had just been admitted to

schools. In contrast, Form three students had completed two comprehensive exams, providing a more reliable basis for assessing their academic performance. The study also involved Form three class teachers and the Children's Rights Officer, considering budget constraints. It concentrated on three forms of negligence and their influence on students' academic performance. Yatta Sub-County in Machakos County was chosen due to its reported high cases of parental negligence and the dismal performance in KCSE from 2020 to 2022.

1.9 Delimitation of the Study

Delimitations are boundaries set by the researcher regarding the subjects of interest (Theofanidis & Fountouki, 2018). ACEs is an umbrella term for all types of abuse and neglect directed to a child by a parent, but the study only focused on three forms of negligence namely: emotional negligence, physical negligence, and educational negligence. There are varied interrelated and mutually influential factors that are influenced by parental negligence. However, the researcher's interest was only in students' academic performance.

1.10 Limitations of the Study

Limitations of the study are constraints over which the researcher has no control (Theofanidis & Fountouki, 2018). The interview was conducted at the convenience of the respondents to avoid interfering with their work schedule. The study was affected by the attitudes of the respondents for the subject matter was sensitive and personal and some students hesitated to disclose the severity of parental negligence. In addition, some of the students were suspicious of their privacy being interfered with.

The researcher tackled this by assuring the students of their confidentiality and their right to withdraw at any stage of the study without any consequences.

1.11 Assumptions of the Study

The researcher operated under several key assumptions. She assumed that each of the three types of parental neglect investigated—physical, educational, and emotional—has a discernible impact on students' academic achievement. Participants willingly consented to be part of the study and provided honest and open feedback during data collection. Another assumption was that its findings could contribute to a better understanding of the influence of parental negligence on children and ultimately lead to improved academic outcomes. She also assumed that parents and guardians granted consent for their children to participate in the study, ensuring ethical compliance and respect for participants' rights throughout the research process.

1.12 Theoretical Framework

The research was based on ecological theory.

1.12.1 Ecological theory

The Ecological theory was originally by Bronfenbrenner (1979). Theorists inclined to this theory posit that one’s behaviour is not only shaped by his or her upbringing but by varied related elements of an individual, relations, community, and society. Child abuse and neglect result from these interactions since changes in one stratum led to changes in the others. For instance, mandatory reporting of child abuse by institutions can prompt changes within neighbourhoods, families, and, individuals. A single issue cannot be used to explain why some people behave aggressively toward children or

why child maltreatment is more common in some societies than in others. Analyzing the complex interaction of several factors at different levels is the best way to understand child neglect and maltreatment (Child Welfare Information Gateway, 2018).

The first level of the model is that of the individual. This level deals with variables like age, sex, and personal history factors that can influence one to be susceptible to child neglect and maltreatment. At this level, childhood neglect and maltreatment interrupt normal brain development which disrupts basic cognitive processes like memory, language as well as concentration, and organizational skills essential for children's optimal functioning while in school (Child Welfare Information Gateway, 2018). Form three students exposed to parental negligence may have their basic cognitive processes disrupted and this may negatively influence their academic performance.

The level of relations looks at one's intimate social connections. These might include relatives or acquaintances that have an impact on someone's likelihood of experiencing or even causing neglect and maltreatment. The caregiver's engagement falls under this category and may strengthen the bond between the two parties, aid the child in internalizing the importance of education, and reveal a greater understanding of the needs of each child specifically. Children who experience abuse from caregivers are frequently not given the proper academic support and encouragement because they are inattentive to their needs and interests in school (Child Welfare Information Gateway, 2018). Form three students who lack academic encouragement or support due to their caregivers being unresponsive may not internalize the value of education and this may negatively influence their academic performance.

At the community level, we have settings where social relationships occur. This includes schools, workplaces, neighbourhoods, and the characteristics of those settings that can lead to child neglect and maltreatment. The school setting is an example of one of the most dependable institutions characterizing the lives of children. Positive school experiences can help reduce the impact of a stressful home environment, promote resilience, and increase a sense of urgency among maltreated and neglected children. It is important to underscore the fact that schools that do not act as a buffer to students affected by parental negligence may result in their Form three students being influenced negatively in their academic performance.

The broad societal factor involves the underlying conditions within any society that influences maltreatment. This includes the absence of social welfare safety nets, economic inequality, and social norms that support the harsh physical punishment of children. The levels of educational attainment and school involvement of children are determined by their social and cultural contexts. A parent who is actively involved in the child's schoolwork by ensuring that the child has basic needs, attends school, and is provided with emotional support will result in the child having improved academic achievement and vice versa. Parents must ensure that their children have the basic learning needs for their effective learning thus having good academic performance (Muriithi, 2020). Form three students who lack basic learning needs, as well as emotional support from their caregivers, may be influenced negatively in their academic performance.

The prevention of child abuse and neglect necessitates a thorough approach that spans important societal spheres. State and local governments should be more actively involved in developing, implementing, and scaling child abuse and neglect prevention

programs. A child's brain is altered by abuse and neglect, which results in memory and learning issues. Parental negligence is the most prevalent type of child abuse because emotional and physical neglect have the worst effects on victims' overall cognitive development and cause them to fall further behind academically than victims of other types of abuse (Eleonora, 2019). Meta-analysis studies of literature reviews on child neglect published between 1988 up to December 2018 reveal that child risk factors of child neglect are found in the microsystems basically the family and the interaction between children and parents and schools can act as a protective factor (Fu, Wang, Liu, & Liu, 2018). However, the theory does not specify the exact nature of the relationship between parental negligence and academic outcomes, leaving room for interpretation and potentially inconsistent findings. This led the researcher to investigate if parental negligence within the ecological system has any influence on students' intellectual development which could influence their learning thus resulting in poor academic performance by students in secondary schools in Yatta Sub-County, Machakos County, Kenya.

1.13 Conceptual Framework

This framework assisted the researcher in investigating the influence of parental negligence on students' academic performance among Form three students in secondary schools in Yatta Sub-County, Machakos County, Kenya.

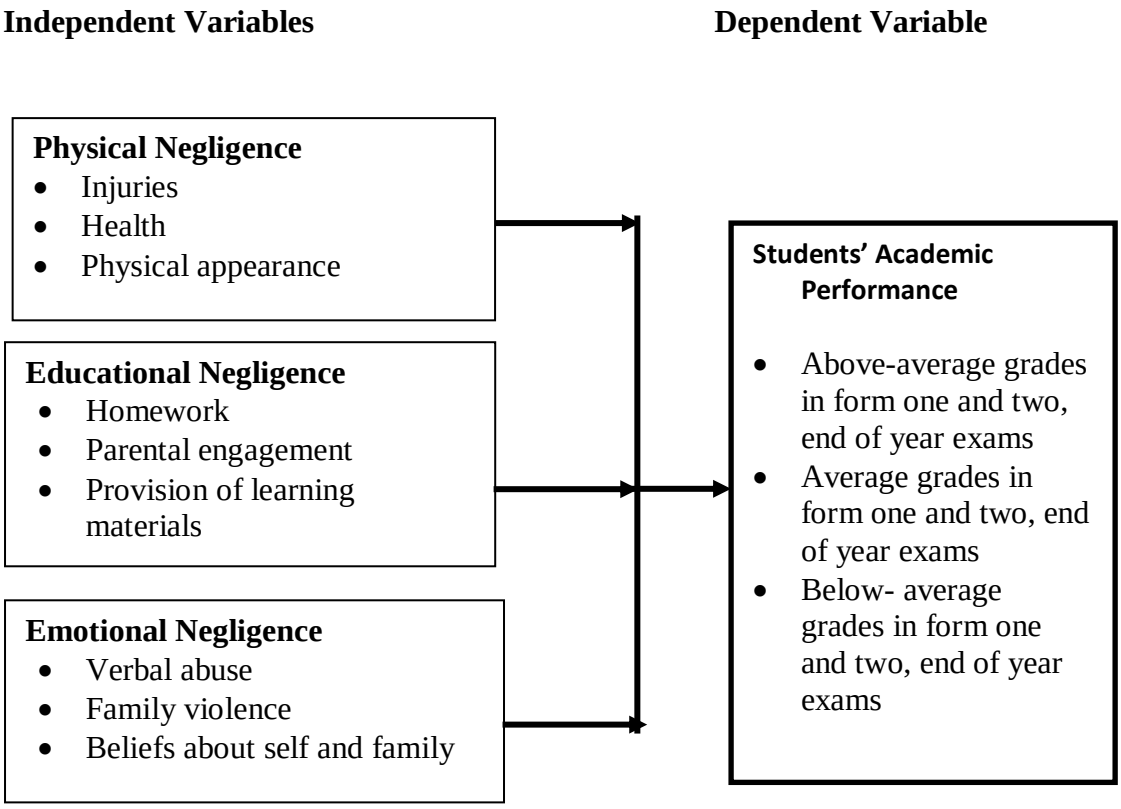


Figure 1.1: ***A Conceptual Framework Showing the Influence of Parental Negligence on Students' Academic Performance***

Source: Researcher (2023)

The researcher conceptualized the idea that a child's family environment in the microsystem, plays a critical role in brain development, and influences the student's academic performance, which is the study's dependent variable. When the home environment is not conducive, parental negligence which is the independent variable in this study may be experienced. It could be difficult for neglectful parents or caregivers to meet the student's basic material needs. They may not show love or warmth to their children because they are indifferent to their emotional needs and instead react coldly. Additionally, they may not seem to care about their kids' academic success. Due to all of these, the student may fail to internalize the importance of education thus obtaining poor grades. When there is no parental negligence, the dynamics shift positively for the student. With engaged and

supportive parents, there is a higher likelihood that the student will receive necessary guidance and encouragement. Involved parents can create an environment that fosters a positive attitude toward education, emphasizing its importance. They may actively participate in their kids' academic journey, helping with homework, attending parent-teacher meetings, and instilling a strong work ethic. Such supportive involvement contributes to the student's understanding of the significance of education, often leading to better academic performance and a more positive attitude towards learning.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The purpose of the study is to investigate the influence of parental negligence on students' academic performance among Form three students in secondary schools in Yatta Sub-County, Machakos County, Kenya. The independent variable is parental negligence which has three categories that are physical negligence, educational negligence, and emotional negligence. The dependent variable is students' academic performance whose indicators are obtaining above-average grades, average grades or below-average grades in Form one and two end of year exams. Literature will be reviewed theoretically and empirically, based on the objectives of this study.

2.2 Theoretical Literature Review

In this section, the researcher reviewed literature related to the concept of parental negligence, specifically focusing on emotional neglect, physical neglect, and educational negligence.

2.2.1 Concept of Parental Negligence

Parental negligence has been a subject of extensive research, drawing attention to its multifaceted nature and the profound impact it can have on children's development. Parental negligence refers to a form of inadequate parenting characterized by a failure to fulfil the responsibilities and duties associated with raising and caring for a child (Tessier, et al., 2018).

Physical neglect, as a form of parental negligence, manifests when parents fail to fulfil a child's fundamental physical requirements (Mercer & Karim, 2023). This encompasses inadequate provision of essential elements such as food, shelter, clothing, and medical care. In cases of physical neglect, children may find themselves without proper supervision, increasing the likelihood of accidents or exposure to harm (Nakamba & Kaani, 2023). The consequences of physical neglect can extend to the point where children sustain injuries requiring medical attention, further impacting their well-being. In such instances, these injuries may force children to miss school, leading to educational gaps and challenges in keeping up with their peers (Renner, et al., 2023). The educational implications of physical neglect highlight the interconnectedness between a child's physical well-being and their ability to engage effectively in the educational environment (Yıldırım & Atbaşı, 2023).

Emotional neglect represents a significant dimension of parental negligence, involving the failure to attend to a child's essential emotional needs, which include expressions of love, affection, and emotional support (Yu, et al., 2023). In instances where parents consistently engage in behaviours like criticism, rejection, or expose their children to familial conflicts, they become contributors to emotional neglect, exerting a profound impact on the overall well-being of the child.

The absence of positive emotional experiences within the family dynamic can lead to a range of adverse effects on the child. Consistent criticism or rejection from parents may result in feelings of inadequacy and low self-esteem in the child (Musetti, et al., 2021). Emotional neglect can hinder the development of healthy interpersonal relationships, as the child may struggle with forming secure attachments and trusting others. Moreover, exposure to ongoing family conflicts can create a stressful and

emotionally volatile environment, further exacerbating the emotional neglect experienced by the child (Montecinos-Wilson, 2020).

Educational neglect constitutes another dimension of parental negligence, whereby parents fail to ensure their child's access to suitable education and essential educational resources. This form of neglect may manifest in various ways, including chronic absenteeism, a lack of interest in school, or minimal involvement in the child's academic progress (Qarebagh & Zeinali, 2023).

Chronic absenteeism, a prevalent aspect of educational neglect, occurs when a child consistently misses school without valid reasons. This absence from the educational environment can result in substantial gaps in the child's learning, hindering their academic development (Sharley, 2023). Parents who display a lack of interest in their child's education may fail to engage with teachers, attend parent-teacher conferences, or actively participate in school-related activities (Van Wert, et al., 2018). This disengagement can send a message to the child that education is not a priority, potentially diminishing the child's motivation and commitment to learning.

Furthermore, according to Hecker, et al., (2019) a parent's minimal involvement in a child's academic progress can contribute to a lack of necessary support and guidance. Parents are essential partners in their child's education, offering encouragement, assistance with homework, and guidance in making academic decisions. When this involvement is lacking, the child may struggle to navigate the challenges of the educational system, impacting their overall academic performance.

2.3 Empirical Literature Review

Three subtopics formed the organization of the literature review. These were: the influence of physical negligence on students' academic performance, the influence of educational negligence on students' academic performance, and the influence of emotional negligence on students' academic performance.

2.3.1 The Influence of Physical Negligence on Students' Academic Performance

An Australian study by Mitchell, Cameron, McMaugh, Lystad, Parker, and Ryder (2021) looked at how childhood injuries and their severity affected students' academic performance and high school graduation rates. Young patients in hospitals between the ages of 7 and 18 were the focus. The study's findings showed that physical neglect on the part of a parent that results in an injury to a child might negatively impact the child's academic performance by interfering with learning and concentration. The child's ability to learn in the future may also be impacted, which could exacerbate difficulties learning new abilities. Targeting solely hospitalized students, the Australian study excluded important resource persons in order to get data on physical negligence. In the current study, three forms of negligence (physical, emotional, and educational) were examined in the context of Kenyan schools. Data on parental negligence was gathered from a variety of important sources: Current Form three students, current Form 3 teachers, and the Children Rights Officer. Parental negligence can result from physical abuse where a student witnesses domestic violence. A study by Lloyd (2018) examining the effects of domestic violence on children's education that was conducted in Malawi found that domestic violence against children makes them lose interest in education. Abuse and neglect reshape a child's brain causing memory and learning problems. Victims of emotional and

physical neglect have the worst overall cognitive impact when compared to those facing other forms of abuse. It is these inequalities that create a lasting imprint on the brain's architecture and ultimate functioning long before a child enters the classroom. Frequent exposure to chronically stressful events including parental neglect can affect children. The effect manifests due to the damage caused on neurons in areas involved in learning. These negative experiences in a child's life often manifest later as difficulties with learning (UNICEF, 2020). This study was conducted in Malawi and focused on domestic violence and education. However, the current study was based in Kenya and examined the influence of parental negligence on students' academic performance.

Muriithi (2020) studied the influence of parental neglect on educational wastage among grade two pupils in Muvuti Sub-County in Kenya. According to the study, if a parent fails or refuses to meet a child's fundamental requirements, it is likely that the child will not go to school, and neither will he actively participate in class. Some of the children might end up skipping class or failing to turn in their assignments. As a result of feeling that they cannot keep up with their classmates, the students may end up performing poorly in school or dropping out altogether. The focus of the study was on class two pupils, but the current study focused on Form three students and majored on academic performance.

Muriithi and Masila (2018), investigated the prevalence of child abuse among preschool-aged children in Kenya and how it affected learning outcomes in Vyula Sub-Zone in Machakos County. The study included students between the ages of five and six years. The results showed that students who had experienced physical neglect such as being denied food, having their uniforms torn, or even being slapped, had

trouble paying attention in class because they were distracted. They also lacked confidence, which prevented them from making decisions during the learning process, which led to their poor academic performance. Key informants on child abuse were excluded from the study, which focused on preschoolers. To gather information on parental negligence, the current study focused on Form three students, their class teachers, and the Sub-County Children Rights' Officer.

2.3.2 The Influence of Educational Negligence on Students' Academic Performance

When a parent or caregiver fails to give their child the resources they need to participate in the educational system, it is considered educational negligence (The & Russo, 2018). It could also come from a parent who permits their child to stay at home without a valid reason instead of attending school. Further examples of educational negligence include when a parent or caregiver ignores checking in with the school to see how the child is doing academically, helping the child with homework, or supervising the homework that needs to be done. According to studies, when parents or other caregivers participate in their children's education, it helps the children internalize the value of education and achieve good grades, and vice versa (Opata, 2022).

According to Romano, et al., (2015) Maltreatment negatively impacts students' school performance as evidenced by a study titled Childhood Maltreatment and Academic Achievement conducted in the United States, Canada, and Israel in 2015. The study varied the sample characteristics in terms of sample size, age range, use of cross-sectional and longitudinal design, and inclusion of a comparison group. The results showed that there were clear academic performance disadvantages when it

comes to maltreated children and adolescents. The same was demonstrated by the numerous special education interventions made, the student's inferior performance on standardized achievement tests and across several academic subjects, their higher-grade retention rates, their frequent absences from and/or changes at school, and their lower grade point averages. Compared to children who suffer from other types of abuse, especially physical abuse, children who have undergone mainly neglect appear to have greater academic success deficiencies (Esteban, 2017). This study was conducted in the European context and was longitudinal. The current study was a one-time study based in the Kenyan context.

In Malaysia, academic achievement, and children's internalizing and externalizing behaviour problems are related to parental emotional neglect, according to Kee and Jiing (2020). The research employed the cluster sampling method to include 340 parents and their primary five children in the sample. The study's conclusions showed that children who had uninterested parents performed poorly in school. More grade repetitions, suspensions, and lower grades were all experienced by the kids. These kids performed less well in math, reading, and language than kids who had loving, caring parents. Excluding teachers who were important informants, this study was conducted in Malaysia with primary school students and their parents. A combination of the Neglect Scale Questionnaire and the Child Behaviours Checklist (6–18) was used to gather data on emotional neglect. The current study targeted Form three students, their class teachers, and the Children Rights Officer in a Kenyan setting. It examined three types of parental negligence and used the Childhood Trauma Questionnaire to gather data on negligence. Kyegombe, Hossain, Lees, and Naker (2017), examined the effects of child abuse on educational outcomes for Ugandan children. A cross-sectional survey of children aged 0 to 18 was conducted. The link

was examined using the model developed by Slade and Wissow. The results showed that children with histories of maltreatment frequently encounter challenges in a variety of functioning areas, including educational outcomes that cover both academic performance and mental well-being. Participation in special education, grade retention, lower grades, and negative effects on the children's emotional health were all signs of academic performance issues. The study explains the link between educational outcomes and child maltreatment because important childhood developmental processes like emotional control, a feeling of agency, and bonding are being interfered with. Unlike the stated study that was done in Uganda and employed Wissow's model, the current study was based on a Kenyan perspective and employed Bronfenbrenner' ecological theory.

Parents' and teachers' perceptions of the variables influencing learning in Kiambu County, Kenya, were investigated by Mbwayo, Mathai, and Kuria (2019). Data was gathered through focus group discussions with the target group, which consisted of parents and primary school teachers. The investigation followed phenomenological theory. Research revealed that children feel abandoned when their parents do not show up for school-related events to inquire about their kids' academic standing. Due to these emotions, the kids appeared to be daydreaming in class and were unable to focus fully. Because of this, their academic performance suffered. Parental fear of being held accountable for their children's negligence may have contributed to underreporting in the data collection process. Phenomenological theory was applied, and the study's focus was Kiambu County primary schools. Apart from the students, teachers, and the Children's Rights Officer, the focus of the current study was Form three students in Machakos County. Moreover, ecological theory served as guidance. KNEC'S (2019) revelation is that seven in ten students often miss school because

they lack uniforms, and other students are compelled to miss class to help with household duties. As a result, these students miss out on crucial instructional time and perform worse in class. This results from parental negligence and high unemployment rate as their parents work and are unable to hire a housekeeper. One million school-age children remain at home with their younger siblings. These elements have an impact on learning effectiveness and may cause students to leave school.

2.3.3 The Influence of Emotional Negligence on Students' Academic Performance

Verbal abuse, insulting remarks, placing blame on a child, treating siblings unfairly continuously, and a parent's or caregiver's persistent lack of concern for the child's well-being are examples of emotional negligence (Li, et al., 2023). It also involves the parent not showing emotional support to the child or allowing the child to witness domestic abuse in the home. Children who experience a lack of warmth and affection from their parents feel unloved and may grow to have negative feelings toward themselves and their families. Studies have shown that this has a detrimental impact on children's academic performance (Zhang, et al., 2022).

A child's education may be impacted by a parent's inability to adequately meet his or her emotional needs since the child may find it challenging to have positive interactions with peers and teachers while learning. With parental emotional support, a child can flourish, developing self-awareness, and accepting the role that his or her teachers and peers play in his or her education (Haslam & Taylor, 2022). Due to a lack of trust, children may skip class, which could result in poor academic performance or a dropout. Children of divorced parents have a higher risk of developing behavioural disorders, such as acting out, depression, anxiety, and delinquent behaviour, which can affect their academic achievement. Often, affected

students lose interest in their studies and instead worry about their own lives (Hayashi, 2022). A student may not actively participate in class activities in the event of parental divorce owing to miscommunication in the home and may be required to move to another school. This harms the student's social and educational development and results in poor intellectual and academic performance. Students that are neglected spend a lot of time alone and do not receive adequate cerebral stimulation at home. Other than their parents, most of their parenting information comes from television. These elements could lead to poor academic performance (Lloyd *et al*., 2018).

A cross-sectional study by Chung, Seo, and Kim, (2019), that had 2,306 adolescents in grades 7 through 12 taking part in the study revealed that parental warmth, which is in the emotional context of a parent-child relationship greatly affects the child's school performance. In wave 1 and 11, seventy seven percent of the adolescents were non-Hispanic White, eight percent were Non-Hispanic African Americans, three percent were non-Hispanic Asians, and one percent was Native Americans. The remaining eleven percent were Hispanics. Parental warmth was measured using three ordinal level items. The study found a direct connection between parental warmth and academic success because teenagers have a prominent level of emotional stability when their parents are affectionate toward them. The child feels supported and at ease as a result, which helps him or her succeed in school. Adolescents who feel their parents are friendly toward them are more likely to form favourable opinions of schooling and are more driven to succeed in school. Also, they are more likely to participate in two-way communication with their parents, resulting in stronger interpersonal skills that in turn promote increased social engagement in the classroom. This study was based on the American perspective with a sample from different races.

The current study was based on the Kenyan perspective and employed a modified Childhood Trauma Questionnaire and only sampled adolescents in Form three.

Kandagor, Wanjohi and Mukadi (2021), investigated the causes of child neglect and its implication on counselling among class seven primary pupils in Marigat Sub-County in Baringo. According to the research, children who lack parental supervision or have absent parents are more likely to be exposed to conditions that could influence them to engage in sexual activity. This causes them to drop out of school due to teen pregnancy. The study sample consisted of 384 participants, including 102 primary school students from public and private schools, 90 head teachers, 90 heads of counselling, and 102 parents. Questionnaires were used as the study's primary data gathering tool, and ex-post facto research design was used in its execution. Unlike this study that majored on class seven pupils in Baringo County with its emphasis being on neglect and its counselling implication, the current study focused on Form 3 students in Machakos County with the main interest being on the influence of parental negligence on students' academic performance.

In the Vyula Sub-Zone of Machakos County, Kenya, Muriithi et al., (2018) examined the effects of child abuse on the educational achievements of preschoolers. The findings showed that children who do not have warm and loving parents experience anxiety, phobias, and low self-esteem because they think they are not good enough. It is possible for the children to develop speech disorders, which would make communication difficult. Compared to children who experience warmth from their parents, they perform worse in school because of their disturbed brains. Children who witnessed domestic violence were unable to manage the demands and difficulties of family life. Their anxiety caused them to become less focused in class, which resulted

in their poor academic performance. The study examined child abuse generally and specifically targeted preschoolers. Three different forms of parental negligence and their effects on students' academic performance were examined in the current study, which focused on form three students

2.4 Summary of Review of Literature

The literature review delves into the repercussions of parental negligence on students' academic performance, focusing on physical, emotional, and educational neglect. Research conducted by Mitchell et al. (2021), Lloyd (2018), and UNICEF (2020) underscores how physical neglect, resulting in injuries, disrupts students' learning and concentration, ultimately impacting their academic outcomes. Moreover, instances of domestic violence have been shown to diminish children's interest in education and contribute to cognitive challenges. In the Kenyan context, parental neglect among grade two pupils correlates with educational wastage, as unmet needs lead to poor academic performance. Additionally, among preschool-aged children, physical neglect, such as denial of food or physical punishment, impedes attention and confidence, resulting in academic struggles.

Similarly, an examination of literature on educational negligence reveals that when parents or caregivers fail to provide essential resources for their child's educational participation, the child may not internalize the value of education, resulting in poor academic performance. According to Opata (2022), Russo (2018), and Esteban (2017) there are detrimental effects of maltreatment on academic performance, particularly among children facing neglect. These studies emphasize the pivotal role of active parental involvement in positively influencing children's academic performance.

Furthermore, emotional neglect emerges as a critical aspect explored in various studies. Emotional neglect encompasses verbal abuse, insulting remarks, blaming the child, treating siblings unfairly, and a persistent lack of concern for the child's well-being. Zhang et al. (2022), Li et al. (2023), Haslam (2022), and Hayashi (2022) have all highlighted how emotional neglect adversely affects a child's academic performance, hindering their ability to form positive interactions with peers and teachers. Parental emotional support, on the other hand, fosters a conducive environment for a child to thrive, contributing to their self-awareness and positive engagement in education.

In summary, the literature unequivocally demonstrates that parental negligence, encompassing emotional, educational, and physical neglect, detrimentally impacts children's academic achievement. Early childhood toxic stress plays a pivotal role in perpetuating differences in academic performance and health consequences across generations. Students who experience parental negligence consistently exhibit low academic achievement and place less value on education, resulting in diminished learning motivation and self-control in academic situations. Establishing healthy parent-child relationships, perceived love from parents, positive attitudes toward schooling, and intrinsic motivation for academic success are pivotal factors that can positively influence students' academic outcome.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodology that was used in conducting the study. It consists of the research design, research site, target population, study sample, data collection, data analysis, and legal and ethical considerations. The procedures the researcher used to collect the primary data required to complete this inquiry are described in full in this chapter. The section also includes details on any models that were used in the analysis and the reasons for their selection.

3.2 Research Design

The researcher applied a descriptive survey methodology. This design promotes the use of surveys and interviews and permits the derivation of general conclusions from specific facts (Creswell, 2017). Collecting and analyzing both quantitative and qualitative data are the key characteristics of this design. Moreover, it can be applied in one or more study phases. The use of a mixed research approach was justified in this study since it will prioritize qualitative information over quantitative data and use the latter to support the conclusions from the former. By conducting empirical analysis, the researcher had a complete understanding of events in their natural setting and then attempted to try to interpret the phenomena in terms of their significance.

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3.3 Research Site

Secondary schools in Yatta Sub-County, Machakos County, Kenya, were the locale where the study was conducted. Yatta Sub-County is situated southwest of Matuu. It is within Machakos County with an area of 1057.30 square kilometres. The site was selected due to the rising number of parental negligence in the County. From January to March 2023, 184 cases of neglect were reported in the Yatta Children's Office (Yatta Children Rights Office, 2023). In addition, for the last three years (2020-2022) Yatta Sub-County has been posting poor grades in KCSE as reflected in Table 1.2 (Yatta Sub-County Education Office, 2023).

3.4 Target Population

The study target population was 3121 form three students from 61 secondary schools in Yatta Sub-County, Machakos County (Yatta Sub-County Education Office, 2023). The school names and the number of students were obtained from Yatta Sub-County Education Office.

Table 3.1: Target Population

Category of School	Number of schools	Number of Form Three Students
Day secondary schools	31	1341
Boarding secondary schools	3	444
Day and boarding secondary schools	27	1336
Total	**61**	**3121**

Source: (Yatta Sub-County Education Office, 2023)

Table 3.1 provides an overview of the target population for the study within Yatta Sub-County, categorizing schools into three main types: day secondary schools, boarding secondary schools, and those offering both day and boarding facilities. The table details the

number of schools and students in each category with 31-day secondary schools accommodating 1341 Form three students, 3 boarding secondary schools serving 444 Form three students, and 27 schools providing both day and boarding options with 1336 Form three students.

3.5 Study Sample

A study sample refers to a subset of individuals or elements selected from a larger population for the purpose of conducting research or analysis (Mweshi & Sakyi, 2020). The sample is typically chosen to represent the population from which it is drawn accurately.

3.5.1 Study Sample Size

Utilizing the conventional approximation to the hyper-geometric dispersion equations (Ferrandino, 2004), the research ascertained the sample size for large populations. This methodology, employed by Morris (2014) and based on Slovin's formula (2018) developed by Yamane (1967), is chosen for its precision in estimating the required number of participants from extensive population sets. In this context, the sample size for the study was calculated, and it was set at 355 students.

$$n = \frac{N}{1+N(e)^2}$$

$$n = \frac{3121}{1 + 3121(0.05)^2}$$

$$n = \frac{3121}{8.803}$$

$$n = 355$$

Where:

n= is the required sample size

N= is the population size (3121)

E- Sets the accuracy of the sample proportions (set to 0.05).

In addition, to get the sample for secondary schools the study used Nassiuma (2000) formula to obtain the sample size for schools, as shown below;

$$Nc^2 / c^2 + (N-1)e^2 = n$$

Where, n=Sample size, N=Population, c=covariance, e=standard error

Nassiuma, (2000) asserts that in majority of surveys, a coefficient of variation in the range of 21%≤ C≤ 30% and a standard error in the range of 2%≤ e ≤ 5% is usually acceptable. Therefore, a coefficient variation of 30% and a standard error of 2% were used. The higher limit for coefficient of variation and standard error was used to ensure low variability in the sample and minimize the degree of error.

$$61(0.3)^2 / 0.3^2 + (61-1)0.05^2 = 5.49 / 0.25 = 21$$

= 21 is the desired sample size

Thus, a total of 21 sample secondary schools were sampled from the population of the 61 secondary schools and 355 Form 3 students were selected from a population of 3121 as explained in table 3.2.

Table 3.2: Sample Size of Form 3 students

Category of School	Number of Schools	Sample of Schools	Number of Form Three Students	Sample Size of Form Three Students	Number of sampled Form Three Students in each School
Day secondary schools	31	11	1341	153	14
Boarding secondary schools	3	1	444	51	51
Day and boarding secondary schools	27	9	1336	152	17
Total	**61**	**21**	**3121**	**355**	

Source: (Yatta Sub-County Education Office, 2023)

Table 3.2 shows a sample of 355 Form 3 students was randomly selected from a population of 3,121 Form 3 students distributed across a sample of 21 secondary schools from a target of 61 secondary schools. The number of sampled students was divided by the sampled schools in each category in determining how many students were picked from each school. In this case the sampled Form three students in day schools were 153 which were divided by a sample of 11 schools giving 14 Form three students who were randomly selected from each day school.

The sampling approach involved the random selection of 14 Form three students from each of the sampled 11-day secondary schools, 51 students from 1-boarding secondary schools, and 17 students from each of the sampled day and boarding secondary schools. To ensure a fair representation of each population stratum, a simple random sampling technique was implemented. Given the heterogeneous nature of the population of interest, the study opted for a stratified sampling strategy. One Form three class teacher was purposively sampled from each of the selected secondary

schools thus having 21 Form three class teachers. The researcher also purposively sampled one Children Rights' Officer from Yatta Sub-County.

3.5.2 Sampling Procedures

The sampling procedures for this study were conducted systematically and transparently. Initially, a meeting was arranged with the respective school administrations to inform them about the study's objectives and seek their consent for conducting the research within their institutions. Once approval was obtained, the number of sampled students was proportionally divided among the selected schools to determine the number of students to be selected from each. For instance, if there were 153 sampled Form three students in day schools divided among eleven schools, approximately 14 Form three students would be randomly chosen from each school. Following this, a simple random sampling method was employed by compiling the names of all Form three students onto individual pieces of paper, which were then placed in designated containers for random selection. The chosen students constituted the study's sample for each school. Selection was based on Form three class registers, and students were assigned letters for parental approval, emphasizing the voluntary nature of participation. Subsequently, a meeting was arranged with class teachers to communicate the study's objectives, and students with parental consent participated in the survey. Through these steps, a systematic and ethical approach was ensured in selecting participants for the study.

3.6 Data collection

Data collection is the process of gathering information or data from various sources for the purpose of research, analysis, or decision-making (Mazhar, et al., 2021). It

involves systematically collecting relevant data according to predetermined methods and procedures.

3.6.1 Data Collection Instruments

To collect parental negligence data from Form 3 students, a structured questionnaire of the Childhood Trauma Questionnaire developed by Bernstein and Fink (1998), was employed. Semi-structured questionnaires were developed for the Form three class teachers. Additionally, an interview schedule was organized for the Children Rights' Officer. Content analysis was employed to analyze the merit lists maintained by class teachers, supplemented by secondary data sources, to obtain a comprehensive understanding of students' academic performance. This methodological approach was justified by its effectiveness in systematically examining textual data, allowing for the extraction of valuable insights and trends. By incorporating secondary data, including various academic records and institutional archives, the analysis gained depth and breadth, enabling a nuanced exploration of students' performance over time. This comprehensive approach ensured a thorough investigation, utilizing a well-adapted questionnaire for students and tailored interview formats for the Children Right's Officer, facilitating a nuanced understanding of the subject.

3.6.2 Pretesting of Research Instruments

Before collecting the data, two public secondary schools in Yatta Sub-County (Iviani and Mamba Secondary schools) were purposively chosen from among those that were not included in the sample. This was where pretesting of the questionnaires for completeness was done. The schools were chosen because they had similar characteristics with the sampled schools and their proximity to each other. The chosen

sample was ten percent of the sample size. Therefore, thirty-six Form three students were selected. Thirteen Form three students from Mamba Secondary out of 69 and twenty-three Form three students from Iviani Secondary school out of 39 were randomly selected. This involved printing the names of all Form three Students in each of the two schools and putting them in the respective container and then picking the required sample size. From these two secondary schools, two Form three class teachers were purposively chosen, one for each school. Questionnaires were administered to this sample which helped in checking the instruments' reliability and validity. For the interview schedule for the Children Rights' Officer, my two supervisors helped in fine tuning the interview questions to avoid leading questions and for them to achieve their objectivity.

3.6.3 Instrument Reliability

Reliability is a metric of how well an instrument for data gathering produces reliable findings over time or in multiple testing (Jakada, et al., 2020). Cronbach's Alpha coefficient was used to determine if the data gathered was consistent and therefore the conclusions were credible. Cronbach Alpha assesses how effectively a series of questions or parameters reflects throughout construct validity that is a dependability or uniformity coefficient. Reliability is given as a coefficient ranging from 0 to 1.00. The greater the coefficient, the more trustworthy the test is. A Cronbach Alpha of 0.7 or above is deemed appropriate (Cronbach Alpha, 1951).

3.6.4 Instrument Validity

According to Oso and Onen (2009) the extent to which an instrument accurately measures what it is intended to measure and so allows for the proper interpretation of

the results is known as validity. The content validity of the study was determined by the researcher seeking expert opinion and conducting a pilot study. Two secondary schools (Iviani and Mamba) were purposively chosen from a list of all secondary schools in Yatta Sub-County. From these two schools, 36 Form three students were purposively chosen which formed ten percent of the target study population and these were excluded from the actual study. My two supervisors examined the research instruments, along with experts in the field, to determine its validity.

Before the actual data collection, they assessed if the content in the instrument was relevant, developed, and made structural changes to improve and reinforce the Instruments.

3.6.5 Data Collection Procedure

According to Neuman (2016), Data collection procedure refers to the systematic method used to gather relevant information or data for a research study. This process typically involves various steps, including the selection of appropriate data collection methods. The researcher must make the best decision possible regarding the strategy that was applied to address the study issues. Primary and secondary sources were both used to obtain data. The research used both quantitative and qualitative methods to the greatest extent possible. While closed-ended questions are preferred when acquiring quantitative data, open-ended questions are necessary for qualitative data (Creswell, 2017). This was accomplished by developing or utilizing effective data collection tools. The design was preferred for the target group's information; hence data was gathered and presented in a quantitative and verifiable way for academic purposes. In addition to structured interviews, the researcher employed open-ended questions. The researcher conducted a face-to-face interview by use of structured questions. From the

start, the researcher assured the Children Rights' Officer of confidentiality. The session involved asking questions, listening to, and recording the answers from the Children Rights' Officer which took fifty-five minutes. The method yielded sufficient information from the respondent. It also helped the researcher develop and interpret information from the respondent related to the topic under investigation.

The researcher first personally visited the Children Rights' officer and the school administrators of the sampled schools. She told them of the aim of the research and sought permission to conduct the research in their premises. The researcher then returned to collect data on the scheduled date. The researcher personally handed out questionnaires and allowed respondents ample time to complete the forms. This saved time because the researcher did not have to return to the field to collect the questionnaires.

The Form 3 class teachers filled in the semi-structured questionnaires at their own convenient time so as not to interfere with their work schedule. A modified version of the Childhood Trauma Questionnaire was used to collect information from Form three students about parental neglect (CTQ) by Bernstein and Fink (1998).

3.7 Data Analysis

Following data collection, the researcher cross-checked questionnaires to ensure that the information obtained was accurate and complete. Data was collected in both quantitative and qualitative forms. The information was coded by assigning numerical values to answers to categorize them. Tabulation was used to code and organize the data logically. Frequency distribution tables were used to represent information from all respondents for each item of the questionnaire.

The surveys were checked, corrected, and coded to guarantee their accuracy, completeness, and consistency. Descriptive statistics like frequency distributions, means, modes, percentages, and standard deviations were used to analyze the collected data. Using descriptive statistics, the researcher was able to give a narrative to explain the data on multiple factors. The Statistical Package for Social Sciences (SPSS) version 26 was utilized to assist the analysis process due to the vast amount of data.

A multiple regression model was adopted in determining the cause-and-effect link between the study variables. Multiple regression techniques were employed since two or more independent variables were used to forecast a dependent variable. Orodho and Kombo (2014) state that this model, has already been utilized in other empirical investigations in determining the influence of independent factors (physical negligence, educational negligence, and emotional negligence) and dependent variables (students' academic performance). The regression model looked like this:

$$Y = \beta 0 + \beta 1X1 + \beta 2X2 + \beta 3X3 + \varepsilon$$

Where: Y = students' academic performance

β0 = Constant

β1 to β3 = Coefficient of determination

X1 = physical negligence

X2 = educational negligence

X3 = emotional negligence

ε = error term (5%)

The study applied this model by gathering data on Form three students' academic performance and the three types of parental negligence. Multiple regression analysis was conducted, wherein the three parental negligence variables, namely physical negligence (X1), educational negligence (X2), and emotional negligence (X3), were regressed against students' academic performance (Y). The goal was to estimate the coefficients (β1toβ3) to understand the influence of each type of negligence on academic performance. Additionally, the coefficient of determination (R-squared) was calculated to indicate the proportion of variance in academic performance explained by the parental negligence variables.

Content analysis based on the information on the dependent variable was used to analyze qualitative data. It was then presented thematically by analyzing the study findings per the study objectives.

3.8 Legal and Ethical Considerations

A letter of clearance was obtained from Africa Nazarene University's Guidance and Counselling department. A research permit was sought from NACOSTI. Following that, permission from the Yatta Sub-County Education office was obtained to conduct data collection. Permission to conduct the research was then sought from the school principals of the chosen secondary schools. All participants were assured of the confidentiality and anonymity of their responses, and withdrawal from the study at any moment without repercussions. Assigning codes to the questionnaires was used as a way of ensuring confidentiality of the data that was obtained from the respondents.

Before the study, written permission from the parents permitting their children to participate was acquired, and the students had to give their consent. All the other respondents' written consent was also obtained before commencing the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the findings of the study on the influence of parental negligence on students' academic performance among Form three students in secondary schools in Yatta Sub-County, Machakos County, Kenya. The study's specific objectives were to determine the influence of physical negligence on students' academic performance, to establish the influence of educational negligence on students' academic performance, and to find out the influence of emotional negligence on students' academic performance among Form Three students in secondary schools in Yatta Sub-County, Machakos County, Kenya

4.2 Response Rate

The response rate is a measure that indicates the percentage of individuals who actively engaged in a study by completing and returning questionnaires out of the total number of questionnaires distributed to the sample (Cooper & Schindler, 2018). In the context of this specific study, response pertained to the percentage of Form Three students in secondary schools in Yatta Sub-County, Machakos County, Kenya who returned their completed questionnaires, as presented in table 4.1.

Table 4.1: Response Rate of Questionnaires

	Students		Teachers	
Responses	**No.**	**Percentage**	**No.**	**Percentage**
Distributed questionnaires	355	100%	21	100%
Returned and usable questionnaires	302	85.1%	19	90.5%
Unreturned and unusable questionnaires	53	14.9%	2	9.5%

Out of the total 376 questionnaires distributed, 355 were given to students and 21 to teachers. Among these, 302 questionnaires were completed and returned by students, yielding a response rate of 85.1%. This means that 53 questionnaires were unreturned and unusable. Additionally, some of the returned questionnaires were not fully completed, and certain respondents who had promised to return their questionnaires did not follow through. Others had missing information. Similarly, 19 out of 21 questionnaires distributed to teachers were returned, resulting in a response rate of 90.5%. This high level of engagement from both students and teachers indicated a strong willingness to participate in the study. The fact that 85.1% of the distributed questionnaires for students and 90.5% for teachers were returned and deemed usable underscores the reliability and validity of the collected data from both respondent groups. Furthermore, surpassing the minimum threshold of 50%, as suggested by Sekaran and Bougie (2020) and even exceeding the generally accepted 30% response rate for surveys suggests that non-response bias is not a significant concern in this study. Therefore, the high response rates achieved from both students and teachers enhanced the credibility of the research findings and strengthened the validity of the conclusions drawn from the data collected.

4.3 Students' Demographics

Demographic information describes data concerning research participants and is essential in establishing whether the individuals in a particular study are a representative sample of the target population for generalization purposes (Salkind, 2010). Cooper and Schindler (2014) say that demographic information is important in determining a noble rapport between a researcher and the respondent, making the respondent more agreeable to offer the required information. Through background information, the researcher can guarantee that data is collected from correct respondents and that the respondent is competent to answer the research questions.

4.3.1 Students' Gender

The study sought to establish gender of Form Three students in secondary schools in Yatta Sub-County, Machakos County, Kenya as shown in figure 4.1

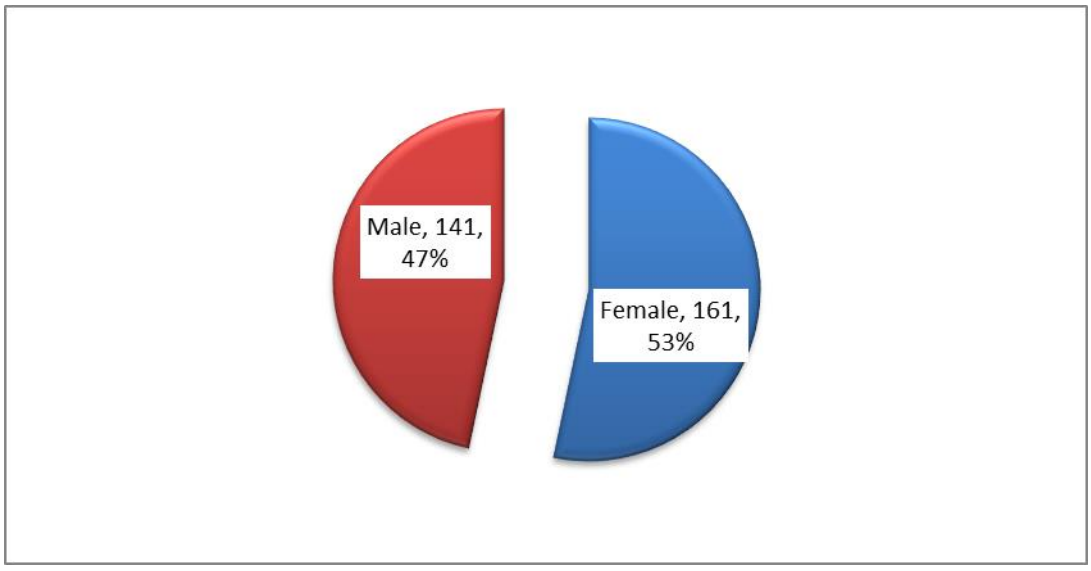


Figure 4.1: Students' Gender

The results in Figure 4.1 indicate that there were 161 female students (53.3%) and 141 male students (46.7%) out of a total of 302 students from the sample. Based on these

figures, it appears that there is a slight prioritization of female students in the area's educational system, as they constituted a slightly higher percentage of the student population compared to males. However, it was essential to consider the context and possible factors influencing this distribution. It could be reflective of various factors such as cultural norms, educational policies, or specific initiatives aimed at promoting girls' education in the region.

4.3.2 Students' Age

The study sought to establish the age of Form Three students in secondary schools in Yatta Sub-County, Machakos County, Kenya as shown in figure 4.2

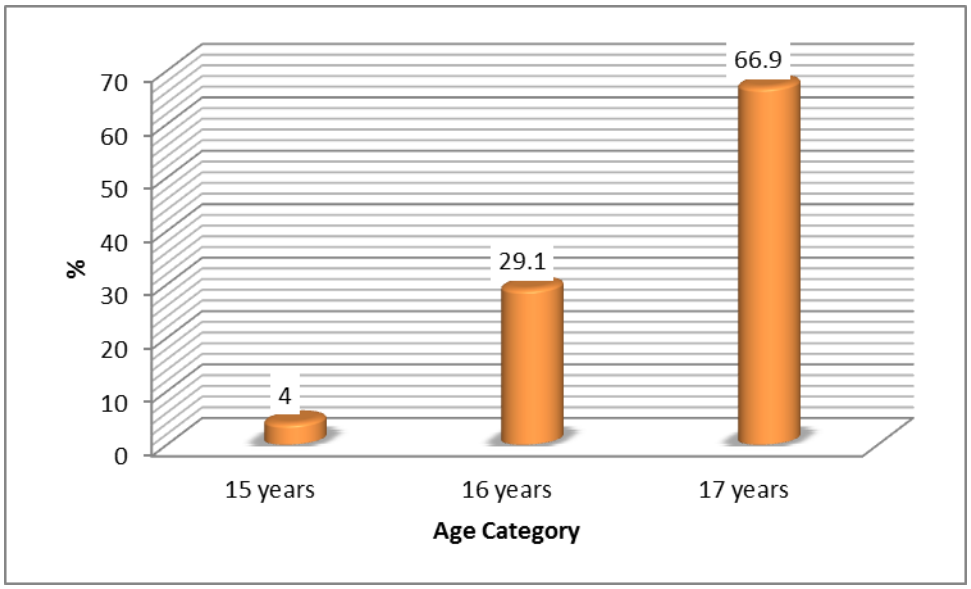


Figure 4.2: Students' Age

The results in figure 4.2 indicate that among Form Three students in secondary schools in Yatta Sub-County, Machakos County, Kenya, the majority are 17 years old, comprising 66.9% of the total student population. This suggests that there is a significant concentration of students in this age group within Yatta Sub-County, Machakos County, Kenya. Meanwhile, 16-year-olds made up 29.1% of the student

population, followed by only 4% of students aged 15 years. This distribution suggested that there is a trend of increasing age as students' progress through Form Three, with a notable spike in the 17-year-old age group.

4.4 Teacher's Demographic Information

The study also assessed background information of Form three class teachers to guarantee that data was collected from correct respondents and that the respondents were competent to answer the research questions. According to Ongeti (2014), how well employees perform will depend on how much an organization is willing to cater to the needs associated to their demographic characteristics.

Table 4.2: Teacher's Demographic Information

		Frequency	Percent
Gender	Male	13	68.4
	Female	6	31.6
	Total	19	100
Academic qualification	BED	17	89.5
	Masters	2	10.5
	Total	19	100
Teaching experience	0-10 years	12	63.2
	11-20 years	7	36.8
	Total	19	100

The demographic information of the teachers surveyed in Table 4.2 provides significant insights into the composition of the sample. Firstly, the data reveals a gender imbalance among the participating teachers, with a notable majority being male (68.4%) compared to female teachers (31.6%). This gender disparity reflects broader trends observed in the education sector, where male teachers often outnumber their female counterparts, particularly in certain subject areas or levels of education. Additionally, most teachers hold a Bachelor of Education (BED) degree, comprising 89.5% of the sample, while only a minority possesses a Masters' qualification

(10.5%). This suggests a prominent level of academic attainment among the teachers, which may influence their pedagogical approaches and instructional practices. Furthermore, the distribution of teaching experience indicates a mix of relatively inexperienced teachers, with 0 to 10 years of experience (63.2%), and more seasoned educators, with 11 to 20 years of experience (36.8%). This diversity in teaching tenure could potentially impact the perspectives and methodologies employed by teachers in their professional roles

4.5 Students' Academic Performance

Students' academic performance was obtained by doing a document analysis of the merit lists maintained by the Form 3 class teachers. The researcher majored on two main exams which were end of year exams of both form one and form two and got their averages.

The provided table 4.3 presents the academic performance of Form Three students in secondary schools in Yatta Sub-County, Machakos County, Kenya, based on their end-of-year exam grades for Form 1 and Form 2, as well as their overall average. The table is divided into three columns: Form 1, Form 2, and average, each containing frequencies and percentages for different grade categories

Table 4.3: Students' Academic Performance

	Form 1		Form 2		average	
	Frequency	**Percent**	**Frequency**	**Percent**	**Frequency**	**Percent**
E	21	7	60	19.9	21	7
D-	18	6	48	15.9	39	12.9
D	57	18.9	57	18.9	51	16.9
D+	21	7	55	18.2	54	17.9
C-	101	33.4	58	19.2	80	26.5
C	48	15.9	6	2	36	11.9
C+	18	6	6	2	6	2
B-	6	2	3	1	9	3
B	6	2	6	2		
B+	3	1	3	1	6	2
A-	3	1				
Total	**302**	**100**	**302**	**100**	**302**	**100**

Table 4.3 demonstrates the frequency distribution of students across various grade categories. For instance, the highest frequency in Form 1 is observed in the C- category (101 students, constituting 33.4% of the total), while in Form 2, it is in the E category (60 students, 19.9%). This indicates a variation in performance between the two academic years. In both Form one and Form two, a substantial percentage of students fall within the C- category (33.4% and 19.2%, respectively). Additionally, the average column reflects a similar trend, with C- being the dominant grade category (26.5%). The data show a level of consistency in students' performance between Form one and Form two, as evidenced by comparable percentages across corresponding grade categories. For instance, the percentages for the D and D+ categories in both Form one and Form two are quite similar. This consistency suggests that students' academic performance might remain relatively stable over time. While there are students performing at higher levels (B, B+, A-) in both Form one and Form two, the percentages in these categories are notably lower compared to the percentages in the lower performance categories (E, D-, D, D+). This indicates a

considerable variability in students' academic achievement, with a significant proportion of students struggling to reach higher grades.

4.6 Influence of Physical Negligence on Students' Academic Performance

The first objective of the study was to evaluate how physical negligence affects the academic performance of Form three students in secondary schools within Yatta Sub-County, Machakos County, Kenya. Therefore, it was crucial to thoroughly assess the degree of physical neglect experienced by these students.

Table 4.4: Physical Negligence

		Never	Sometimes	Always	Mean	Std. Deviation
I did not have enough to eat	Freq.	105	191	6	1.672	0.511
	%	34.8	63.2	2		
I had a balanced diet	Freq.	15	214	73	2.192	0.505
	%	5	70.9	24.2		
I got hit by my parents/ guardians that I had marks	Freq.	42	233	27	1.950	0.476
	%	13.9	77.2	8.9		
I was taken to the hospital whenever I was sick /injured	Freq.	12	172	118	2.351	0.555
	%	4	57	39.1		
I had unkempt hair	Freq.	103	180	19	1.722	0.572
	%	34.1	59.6	6.3		
I wore a dirty uniform	Freq.	118	174	10	1.642	0.545
	%	39.1	57.6	3.3		
Physical Negligence					**1.922**	**0.224**

Findings from table 4.4 show that 34.8% of students reported never experiencing inadequate access to food and 63.2% reported experiencing it sometimes. This indicates a sizable proportion of students facing food insecurity. The mean score for this indicator is 1.672 (SD = 0.511), suggesting a moderate level of reported physical neglect in terms of nutrition. Inadequate access to food can lead to nutritional deficiencies, impacting students' health and academic performance. Addressing this

issue may require interventions such as school meal programs or community support initiatives. Around 5% of students reported never having a balanced diet, while 70.9% reported having it sometimes. This highlights a prevalent issue with nutrition among the student population. The mean score for this indicator is 2.192 (SD = 0.505), indicating a moderate level of reported neglect in terms of dietary balance. A lack of a balanced diet can adversely affect students' physical and cognitive development, impacting their ability to concentrate and perform well academically. Strategies to address this issue may include nutrition, education programs, and initiatives to improve access to nutritious food options.

A substantial 13.9% of students reported never experiencing physical punishment, while 77.2% reported experiencing it sometimes. This high percentage indicates a concerning frequency of disciplinary actions. The mean score for physical punishment is 1.950 (SD = 0.476), suggesting a relatively high level of reported disciplinary actions. Physical punishment can have detrimental effects on students' mental well-being and academic performance. Interventions may include promoting positive discipline techniques and providing support services for families.

Approximately 4% of students reported never being taken to the hospital whenever they were sick or injured, while 39.1% reported always receiving medical attention. The mean score for this indicator is 2.351 (SD = 0.555), indicating a notable deficiency in students' access to healthcare services when needed. Inadequate healthcare access can lead to untreated illnesses or injuries, impacting students' attendance and academic performance. Strategies to address this issue may involve improving access to healthcare services within the community and raising awareness about the importance of seeking timely medical attention.

About 34.1% of students reported never having unkempt hair, while 39.1% reported never wearing a dirty uniform. The mean scores for unkempt hair (1.722, SD = 0.572) and dirty uniforms (1.642, SD = 0.545) suggest a relatively low level of reported neglect in these areas. The overall mean score for physical neglect is 1.922 (SD = 0.224), representing the average level of reported neglect across all indicators. This mean score reflects a moderate level of physical neglect experienced by Form Three students in secondary schools in Yatta Sub-County, Machakos County, Kenya.

To complement the findings, the class teachers responded to questionnaires to identify prevalent types of parental negligence among Form Three students in their respective schools. The results were then analyzed using thematic analysis to extract key themes and patterns, providing additional insights into the experiences of students. The analysis revealed several prominent themes that encapsulated the various manifestations of parental negligence affecting the students' academic performance and overall well-being.

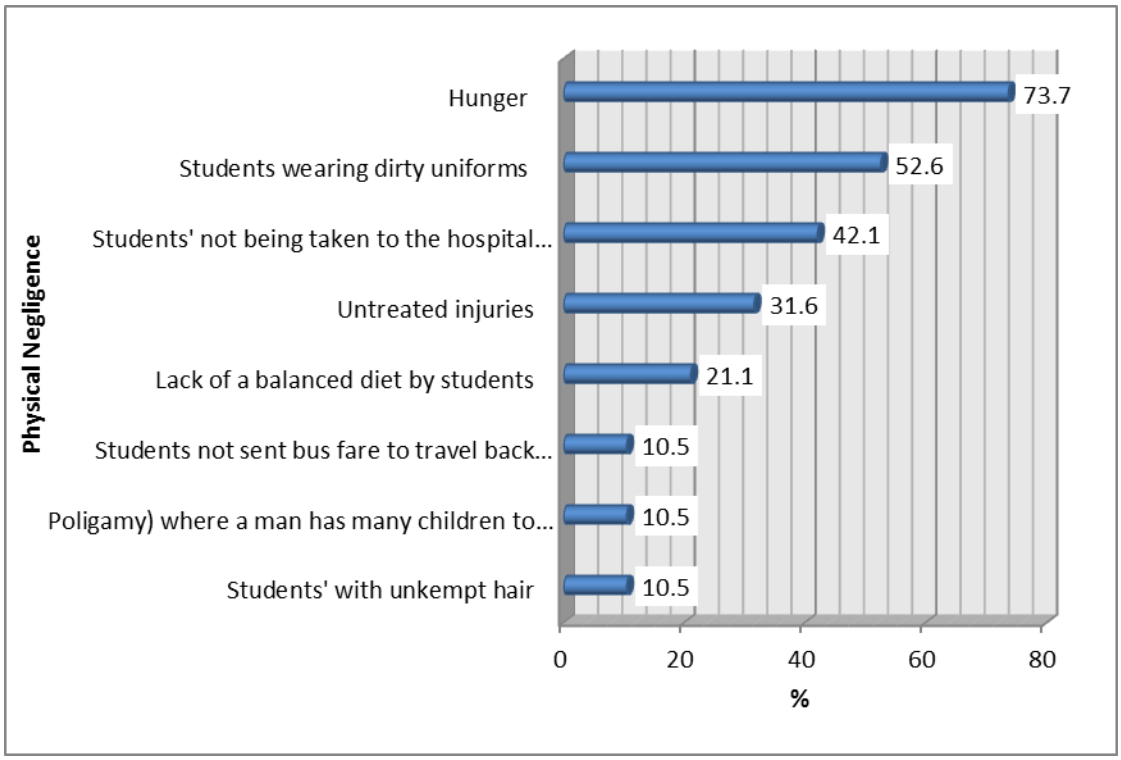


Figure 4.3: Class Teachers Response on Physical Negligence

Findings from Figure 4.3 the most reported forms of negligence included students not being taken to the hospital when sick or injured (42.1%) and students wearing dirty uniforms (52.6%). These findings suggest a concerning lack of attention to students' health and well-being by their parents or guardians. Additionally, a sizable proportion of teachers identified hunger as a prevalent issue, with 73.7% reporting instances where students experience hunger. This underscores the critical role of parents in providing necessities such as food for their children. Other forms of negligence reported include untreated injuries (31.6%) and lack of a balanced diet (21.1%), indicating a broader pattern of inadequate care and support for students' physical health. Furthermore, aspects such as students not being sent bus fare to travel back home when needed (10.5%) and students with unkempt hair (10.5%) also contribute to the picture of parental neglect, albeit to a lesser extent.

In addition, one of the Sub County Children's Officer thereafter referred to as Amos said:

> There is high prevalence of mothers administering sleeping pills to their children so as to engage in prostitution" "students with serious beatings or even burns from their parents, in the name of punishments" "Students lacking basic needs mostly food and clothing after parental separation.

To find out the influence of physical negligence on students' academic performance in secondary schools in Yatta Sub-County, Machakos County, Kenya, the study utilized linear regression model. Regression analysis is a collection of statistical techniques that draw inferences about causal-effect relationships among interrelated variables (Sarstedt & Mooi, 2019). Since these techniques are applicable in every field of study, the regression model was the most important in testing the causal effect. The regression analysis test was used, which included a model summary, and Coefficient of Estimates as presented in tables 4.5 and 4.6.

Table 4.5: Model Summary for Influence of Physical Negligence on Students' Academic Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.453a	0.205	0.203	1.6482

a Predictors: (Constant), physical negligence

In model summary results in Table 4.5 above, which includes predictor physical negligence, shows a strong and significant negative relationship with students' academic performance in secondary schools (R^2 = 0.205). This shows that physical negligence explains approximately 20.5% of the variance in students' academic performance, an indication that physical negligence plays a crucial role in understanding and predicting low academic performance of students in secondary schools in Yatta Sub-County, Machakos County, Kenya.

The results presented in Table 4.6 provide coefficients of estimates for physical negligence as a predictor of academic performance of students in secondary schools in Yatta Sub-County, Machakos County, Kenya.

Table 4.6: Coefficients of estimates for Influence of Physical Negligence on Students' Academic Performance

	Unstandardized Coefficients		Standardized Coefficients		
	B	**Std. Error**	**Beta**	**T**	**Sig.**
(Constant)	9.258	0.586		15.802	0.000
Physical Negligence	-2.614	0.297	-0.453	-8.808	0.000

a Dependent Variable: academic performance

The regression analysis from Table 4.6 indicates that physical negligence was found to be statistically significant, with a standardized coefficient (Beta) -0.453 and a p-value of 0.000, less than the significance level of 0.05. This implies that physical negligence has a significant negative influence on academic performance of students in secondary schools in Yatta Sub-County, Machakos County, Kenya.

The unstandardized coefficient (B) for physical negligence is -2.614, with a standard error of 0.297. This coefficient represents the change in the dependent variable (academic performance of students) for a one-unit change in the independent variable (physical negligence) while holding other variables constant. In this case, the coefficient of -2.614 suggests that for each unit increase in physical negligence, there is an expected decrease of -2.614 units in academic performance of students in secondary schools.

Thus, the regression equation derived from the model is:

$$Y = 9.258 - 2.614\,x_1 + \varepsilon$$ .....Model 4.1

Where Y represents academic performance of students in secondary schools, X_1 denotes physical negligence, 0.723 is the constant term, and Ɛ represents the error term.

The model provides evidence that physical negligence has a significant negative influence on academic performance of students in secondary schools in Yatta Sub-County, Machakos County, Kenya.

4.7 Influence of Educational Negligence on Students' Academic Performance

The second objective of the study was to assess the influence of educational negligence on the academic performance of Form Three students in secondary schools in Yatta Sub-County, Machakos County, Kenya. Educational neglect constitutes another dimension of parental negligence, whereby parents are considered negligent if they fail to ensure their child's access to suitable education and essential educational resources. Hence, it was crucial to also evaluate the extent of educational negligence experienced by these students as shown in Table 4.7.

Table 4.7: Educational Negligence

		Never	Sometimes	Always	Mean	Std. Deviation
I completed my homework	Freq.	24	203	75	2.169	0.548
	%	7.9	67.2	24.8		
I failed to attend school regularly	Freq.	111	182	9	1.662	0.533
	%	36.8	60.3	3		
My parents/ guardians attended school meetings	Freq.	64	150	88	2.080	0.706
	%	21.2	49.7	29.1		
My parents / guardians assisted me in doing homework	Freq.	149	129	24	1.586	0.635
	%	49.3	42.7	7.9		
I lacked basic learning materials like rubber and pencil	Freq.	88	204	10	1.742	0.509
	%	29.1	67.5	3.3		
I completed my homework	Freq.	18	209	75	2.189	0.523
	%	6	69.2	24.8		
My parents provided a conducive environment for studies	Freq.	94	133	75	1.937	0.747
	%	31.1	44	24.8		
Educational Negligence					**1.909**	**0.296**

Findings from Table 4.9 above indicate 67.2% of students reported completing their homework sometimes, while 24.8% reported always doing so. The mean score for incomplete homework is 2.169 (SD = 0.548), indicating a moderate level of reported negligence in completing assignments. This neglect could hinder students' learning progress and academic performance, suggesting a need for interventions to promote consistent homework completion habits. A significant 36.8% of students reported never failing to attend school regularly, while 60.3% reported doing so sometimes. The mean score for irregular school attendance is 1.662 (SD = 0.533), suggesting a notable level of reported negligence in this aspect. Irregular attendance can impede

students' academic progress and understanding of coursework, necessitating strategies to address underlying factors contributing to absenteeism.

More results revealed that 49.7% of students reported sometimes having their parents or guardians attend school meetings, while 29.1% reported always having their parents present. The mean score for parental attendance at school meetings was 2.080 (SD = 0.706), indicating a moderate level of parental involvement. However, fostering greater parental engagement can enhance students' academic performance and school experiences, underscoring the importance of collaborative efforts between schools and families. Nearly half (49.3%) of students reported sometimes receiving assistance from their parents or guardians in doing homework. The mean score for this indicator is 1.586 (SD = 0.635), suggesting a moderate level of reported parental support. However, increasing parental involvement in homework assistance can provide students with valuable academic support and reinforce learning outside the classroom.

About 67.5% of students reported sometimes lacking basic learning materials like geometrical sets and figure tables. The mean score for inadequate learning materials is 1.742 (SD = 0.509), indicating a moderate level of reported negligence in providing essential resources. Ensuring access to necessary learning materials is essential for facilitating effective learning experiences and promoting student success. The overall mean score for educational negligence is 1.909 (SD = 0.296), representing the average level of reported neglect across all indicators. This mean score suggests a moderate level of educational negligence experienced by Form Three students Yatta Sub-County, Machakos County, Kenya.

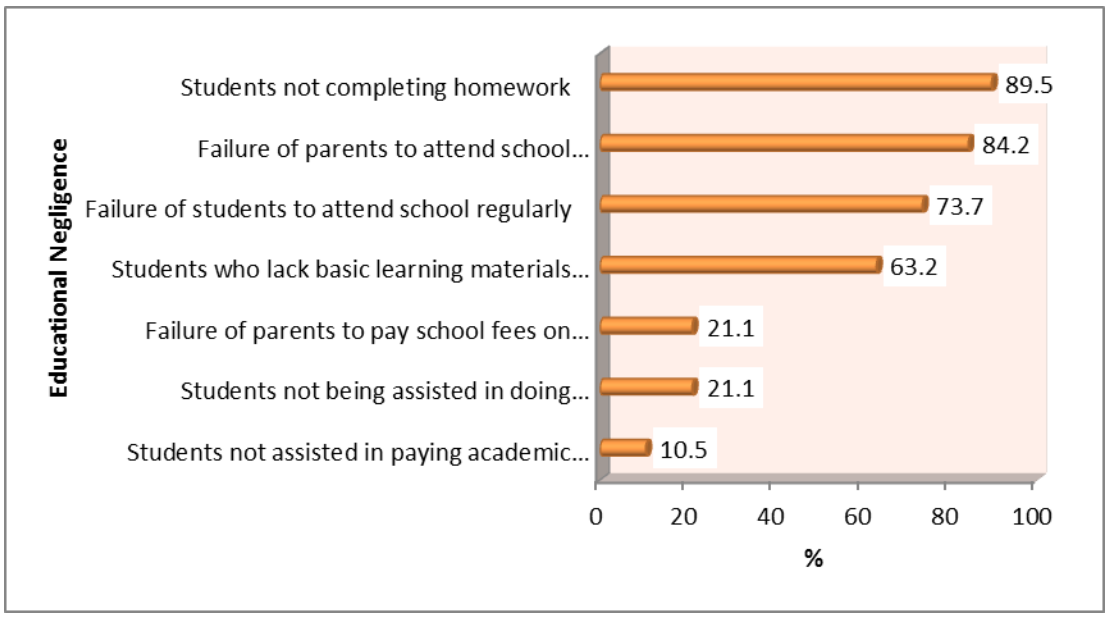


Figure 4.4: Class Teachers Response on Education Negligence

Findings from figure 4.4 show a significant proportion of teachers (89.5%) reported instances where students fail to complete homework assignments, suggesting a lack of support or supervision from parents in facilitating students' academic responsibilities outside school hours. Similarly, a high percentage of teachers (73.7%) observed cases of students failing to attend school regularly, indicating potential issues with parental oversight or encouragement regarding the importance of consistent attendance. Additionally, the data reveals that most teachers (84.2%) noted the failure of parents to attend school meetings regularly, which can hinder effective communication and collaboration between educators and families in supporting students' academic progress. Furthermore, a concerning proportion of students lack basic learning materials such as geometrical sets, exercise books, and figure tables (63.2%), which can significantly impede their ability to engage effectively in classroom learning activities. Additionally, a smaller but still notable percentage of teachers (21.1%) reported instances where parents fail to assist students in doing homework or pay school fees on time and follow up on the same.

Amos highlighted the following as some of the educational negligence issues within the sub-county:

> Students mostly from divorced families having to stay at home instead of attending school for lack of school fees" "Alcoholic parents not being bothered by their children's educational progress; thus, the students do not attach any meaning to their education resulting to their poor performance" "Cases of students dropping out of school for lack of school fees and basic needs in case of the parents or even one parent being put in prison" "Failure of parents to support child-mothers to continue with school after giving birth" "Child-mothers not taking their children to school because they themselves did not finish their education" "Child-mothers also tend to drop out of the school due to stigmatization from other students and the community members.

Table 4.8 presents regression analysis model summary result for the Influence of Educational Negligence on Students' Academic Performance in Yatta Sub-County, Machakos County, Kenya.

Table 4.8: Model Summary for Influence of Educational Negligence on students' Academic Performance

R	R Square	Adjusted R Square	Std. Error of the Estimate
.373a	0.139	0.136	1.71593

a Predictors: (Constant), educational negligence

The above regression analysis model summary in Table 4.8, shows that the R-squared value is 0.139 indicates that approximately 13.9% of the variability in students' academic performance can be explained by educational negligence. This implies that other factors not included in the model may also influence students' academic performance. Therefore, while educational negligence has a statistically significant impact on academic performance, there are likely additional variables or factors that contribute to the overall variance in students' academic outcomes.

The results presented in Table 4.9 provide coefficients of estimates for physical negligence as a predictor of academic performance of students in secondary schools in Yatta Sub-County, Machakos County, Kenya.

Table 4.9: Coefficients of estimates for Influence of Educational Negligence on Students' Academic Performance

	Unstandardized Coefficients		Standardized Coefficients		
	B	**Std. Error**	**Beta**	**T**	**Sig.**
(Constant)	7.626	0.507		15.033	0.000
educational negligence	-1.775	0.255	-0.373	-6.954	0.000

a Dependent Variable: academic performance

The regression analysis presented in Table 4.9 highlights the substantial impact of educational negligence on the academic performance of students in secondary schools within Yatta Sub-County, Machakos County. Notably, educational negligence emerged as statistically significant, as evidenced by its standardized coefficient (Beta) of -0.373 and a p-value of 0.000, falling below the conventional significance threshold of 0.05. This signifies that educational negligence significantly and negatively affects the academic performance of students in the region.

In addition, the unstandardized coefficient (B) for educational negligence is -1.775, with a standard error of 0.255. This coefficient reflects the expected change in the dependent variable (students' academic performance) for every one-unit change in the independent variable (educational negligence), while controlling for other factors. Thus, a one-unit increase in educational negligence is associated with an anticipated decrease of -1.775 units in the academic performance of students in secondary schools.

Thus, the regression equation derived from the model is:

$$Y = 7.626 - 1.775x_1 + \varepsilon$$ ……..Model 4.2

Where Y represents academic performance of students in secondary schools, X_1 denotes educational negligence, 0.723 is the constant term, and Ɛ represents the error term. The model provides evidence that educational negligence has a significant negative influence on academic performance of students in secondary schools in Yatta Sub-County, Machakos County, Kenya.

4.8 Influence of Emotional Negligence on Students' Academic Performance

The third objective of the study aimed to evaluate the impact of emotional negligence on academic performance of Form Three students in secondary schools in Yatta Sub-County, Machakos County, Kenya. Therefore, it was imperative to comprehensively assess the extent of emotional negligence experienced by students within the study cohort as shown in Table 4.10

Table 4.10: Emotional Negligence

		Never	Sometimes	Always	Mean	Std. Deviation
My parents/ guardians called me names like stupid, ugly, and lazy	Frequency	54	202	46	1.974	0.576
	Percent	17.9	66.9	15.2		
Upon crying, my parents/ guardians comforted me	Frequency	152	117	33	1.606	0.677
	Percent	50.3	38.7	10.9		
I witnessed my parents/ guardians fight	Frequency	69	166	67	1.993	0.672
	Percent	22.8	55	22.2		
My parents were too drunk/ high to take care of me	Frequency	115	138	49	1.782	0.705
	Percent	38.1	45.7	16.2		
I thought my parents/ guardians wished I had never been born	Frequency	93	162	47	1.848	0.665
	Percent	30.8	53.6	15.6		
I preferred belonging to another family	Frequency	48	195	59	2.036	0.595
	Percent	15.9	64.6	19.5		
Emotional negligence					**1.873**	**0.375**

The findings in Table 4.10 illustrate that 17.9% of students reported never being called names like "stupid," "ugly," or "lazy" by their parents or guardians, while 66.9% reported experiencing this sometimes. The mean score for this indicator is 1.974 (SD = 0.576), suggesting a moderate level of reported emotional neglect in terms of verbal abuse. Such negative verbal interactions can significantly impact students' self-esteem and mental well-being, necessitating interventions to promote healthy communication, and positive reinforcement within families. Approximately half (50.3%) of students reported never receiving comfort from their parents or guardians upon crying, while 38.7% reported sometimes receiving comfort. The mean score for this indicator is 1.606 (SD = 0.677), indicating a moderate level of reported emotional neglect in providing emotional support during distress. The absence of comfort during emotional turmoil can leave students feeling unsupported and

emotionally isolated, highlighting the importance of nurturing emotional connections within family relationships.

Results also showed that 22.8% of students reported never witnessing their parents or guardians fight, while 55% reported witnessing such conflicts sometimes. The mean score for witnessing parental fights is 1.993 (SD = 0.672), suggesting a moderate level of reported exposure to familial conflict. Witnessing parental discord can lead to heightened stress and emotional instability among students, underscoring the need for interventions to promote healthy conflict resolution and communication skills within families. A notable 38.1% of students reported never experiencing their parents or guardians being too drunk or high to take care of them, while 45.7% reported sometimes encountering this situation. The mean score for parental incapacitation due to substance use is 1.782 (SD = 0.705), indicating a moderate level of reported emotional neglect in providing a safe and supportive environment. Substance abuse within the family can significantly impact students' emotional well-being and sense of security, necessitating support services and interventions to address underlying issues.

Moreover, 30.8% of students reported never feeling that their parents or guardians wished they had never been born, while 53.6% reported sometimes feeling this way. The mean score for feelings of rejection is 1.848 (SD = 0.665), suggesting a moderate level of reported emotional neglect in terms of feelings of rejection and alienation. Such feelings can deeply affect students' self-worth and mental health, highlighting the importance of fostering positive and supportive familial relationships. A significant 15.9% of students reported never preferring to belong to another family, while 64.6% reported sometimes having this preference. The mean score for desiring an alternative family is 2.036 (SD = 0.595), indicating a moderate level of reported

emotional neglect in terms of dissatisfaction with familial relationships. Expressing a preference for an alternative family suggests feelings of dissatisfaction and unmet emotional needs, emphasizing the importance of nurturing supportive and nurturing family environments. The overall mean score for emotional neglect is 1.873 (SD = 0.375), representing the average level of reported neglect across all indicators of emotional neglect. This mean score suggests a moderate level of emotional neglect experienced by Form Three students in Yatta Sub-County, Machakos County, Kenya.

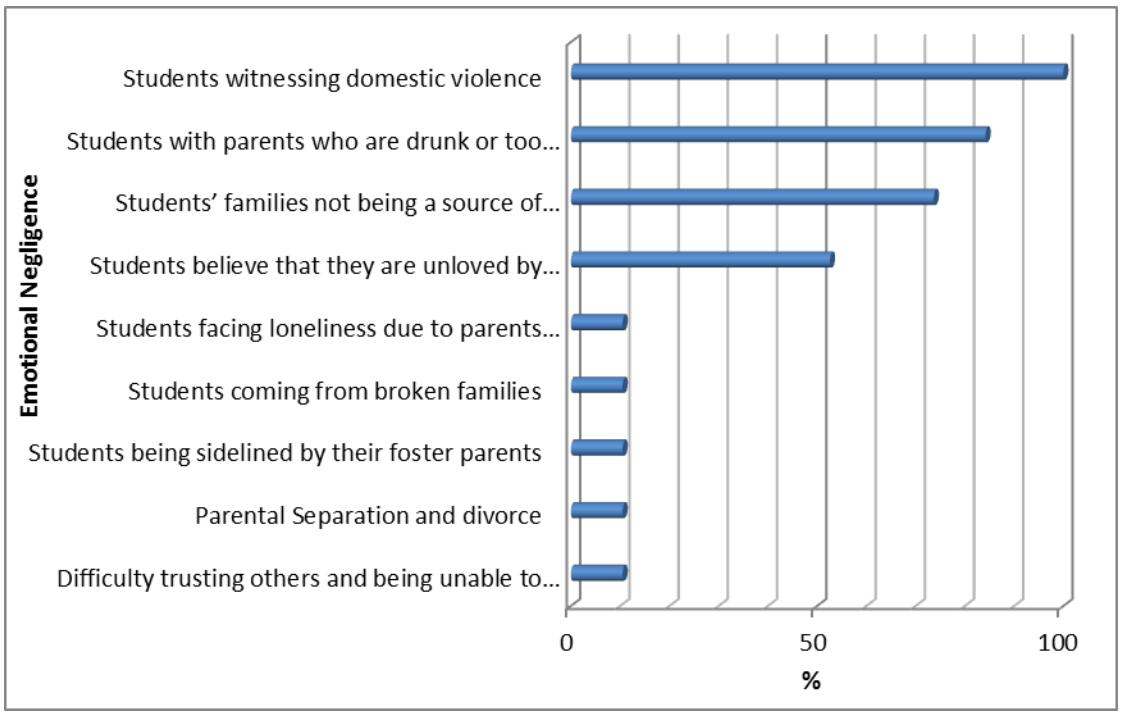


Figure 4.5: Class Teachers Response on Emotional Negligence

Results in Figure 4.5, at 100%, the highest reported challenge is students witnessing domestic violence, indicating that this is a pervasive issue affecting a substantial proportion of the student population. Witnessing domestic violence can have profound and long-lasting effects on students' mental health, emotional stability, and overall development. It underscores the importance of addressing domestic violence

not only for the well-being of the students but also for creating safe and supportive learning environments within schools.

Other challenges reported include students facing loneliness due to parental absence, difficulty trusting others and expressing their challenges, and parental separation or divorce, each accounting for 10.5% of the responses. These challenges highlight the importance of social and emotional support for students, as feelings of loneliness and difficulties in forming trusting relationships can impact their emotional resilience and academic engagement. Parental separation or divorce can also introduce additional stressors and disruptions to students' lives, emphasizing the need for supportive interventions to help students navigate these transitions.

Furthermore, the data revealed that a sizable proportion of students (73.7%) perceive their families not to be a source of strength or support, and 84.2% expressed wishes that they were not born nor had parents who are drunk or too high. These findings underscore the critical role of familial relationships and support structures in students' lives. A lack of support from family members or exposure to parental substance abuse can profoundly impact students' sense of security, self-worth, and overall well-being, which can, in turn, affect their academic performance and school engagement. Amos supported the following results with his assertions that:

> Students with alcoholic parents receive abuse from them thus affecting their self-esteem" "Students who witness domestic violence lack concentration in class, leading to inferior performance" "Some parents throw harsh words to their children after they become pregnant. This in return causes emotional damage to them" "Some parents give negative examples of previous child-mothers and how their lives are comparing their teenage girls to them thus developing negative thoughts.

Table 4.11 presents regression analysis model summary result for influence of emotional negligence on students' academic performance in Yatta Sub-County, Machakos County, Kenya.

Table 4.11: Model Summary for Influence of Emotional Neglect on Students' Academic Performance

R	R Square	Adjusted R Square	Std. Error of the Estimate
.491a	0.241	0.239	1.61051

a Predictors: (Constant), emotional negligence

From table 4.11, the coefficient of determination (R Square) value is 0.241, indicating that approximately 24.1% of the variance in students' academic performance can be explained by emotional neglect. The adjusted R Square, which takes into account the number of predictors in the model, is 0.239. The standard error of the estimate is 1.61051, representing the average distance between the actual academic performance scores and the predicted scores based on the model. Overall, these statistics suggest that emotional neglect has a moderate but significant influence on students' academic performance, with nearly a quarter of the variability in academic performance being attributed to emotional neglect.

The results presented in Table 4.12 provide coefficients of estimates for emotional negligence as a predictor of academic performance of students in secondary schools in Yatta Sub-County, Machakos County, Kenya.

Table 4.12: Coefficients of estimates for Influence of Emotional negligence on Students' Academic Performance

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
(Constant)	7.899	0.393		20.090	0.000
Emotional negligence	-1.873	0.192	-0.491	-9.770	0.000

a Dependent Variable: Academic Performance

The coefficients of estimates presented in Table 4.12 provided further evidence of the significant impact of emotional negligence on students' academic performance in

secondary schools within Yatta Sub-County, Machakos County. The standardized coefficient (Beta) of -0.491 for emotional negligence indicates a strong negative association with academic performance. This finding suggests that higher levels of emotional negligence are linked to lower academic performance among students. Moreover, the p-value of 0.000 indicates that this relationship is statistically significant, reinforcing the importance of considering emotional well-being in educational contexts.

Additionally, the unstandardized coefficient (B) for emotional negligence is -1.873, with a standard error of 0.192. This coefficient represents the expected change in students' academic performance for every one-unit change in emotional negligence, while controlling for other factors. The negative value of the coefficient indicates that an increase in emotional negligence is associated with a decrease in academic performance. Specifically, a one-unit increase in emotional negligence corresponds to an anticipated decrease of -1.873 units in students' academic performance. This highlights the detrimental impact of emotional neglect on students' educational outcomes and underscores the need for interventions to address emotional well-being in educational settings

Thus, the regression equation derived from the model is:

$$Y = 7.899 - 1.873x_1 + \varepsilon$$ .....Model 4.3

Where Y represents academic performance of students in secondary schools, X_1 denotes emotional negligence, 7.899 is the constant term, and Ɛ represents the error term.

The model provides evidence that emotional negligence has a significant negative influence on academic performance of students in secondary schools in Yatta Sub-County, Machakos County, Kenya.

CHAPTER FIVE

SUMMARY OF THE MAIN FINDINGS, DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the main findings, the discussion of the findings, conclusions, and recommendations for future research based on research objectives.

5.2 Summary of the Main Findings

The study findings elucidate the pervasive impact of neglect, encompassing physical, educational, and emotional dimensions, on the academic performance of Form Three students in secondary schools within Yatta Sub-County, Machakos County, Kenya.

5.2.1 Influence of Physical Negligence on Students' Academic Performance

Descriptive results reveal concerning trends related to physical neglect, with a notable proportion of students reporting inadequate access to food and challenges in obtaining a balanced diet. Additionally, prevalent issues with disciplinary practices, including high rates of physical punishment, underscore the need for promoting positive discipline techniques to safeguard students' mental well-being and academic performance (Beta = -0.205, $p < 0.05$).

5.2.2 Influence of Educational Negligence on Students' Academic Performance

On the educational front, the analysis uncovers significant challenges stemming from educational negligence, such as inconsistent homework completion, irregular school attendance, and limited parental involvement. These factors collectively hinder students' learning progress, emphasizing the urgency of fostering collaborative efforts

between schools and families to address these issues. Moreover, the regression analysis reaffirms the substantial impact of educational negligence on academic performance, with a standardized coefficient (Beta) of -0.373 and a significant p-value, highlighting the need for targeted interventions to mitigate its adverse effects and promote students' educational success.

5.2.3 Influence of Emotional Negligence on Students' Academic Performance

Furthermore, the study unveiled the prevalence and detrimental effects of emotional neglect experienced by students within the study cohort. Descriptive results illustrated the profound impact of emotional neglect, with students reporting experiences of verbal abuse, lack of emotional support, and exposure to familial conflict and substance abuse. These findings underscore the urgent need to address emotional neglect within families and communities to foster supportive environments conducive to students' emotional well-being and academic achievement. Regression analysis reaffirms the significant negative association between emotional neglect and academic performance, with a standardized coefficient (Beta) of -0.491 and a p-value < 0.05, further underscoring the imperative of targeted interventions to address this issue comprehensively.

5.3 Discussions

In this section, the study delves into an extensive discussion of the findings, drawing upon insights from previous research studies. Through an analysis of existing literature and empirical evidence, this discussion aims to provide a comprehensive understanding of the research topic.

5.3.1 Influence of Physical Negligence on Students' Academic Performance

The findings reveal that physical neglect significantly and negatively affect the academic performance of Form Three students in secondary schools within Yatta Sub-County, Machakos County, Kenya. This aligns with existing literature emphasizing the detrimental impact of parental negligence on children's well-being and educational outcomes. Physical neglect, characterized by inadequate provision of fundamental physical needs such as food, shelter, and medical care, emerged as a factor of concern influencing students' academic progress. Children experiencing physical neglect not only face the risk of sustaining injuries due to lack of supervision but also encounter prolonged recovery periods, leading to extended school absences and disruptions in their learning process (Renner et al., 2023). Moreover, the cycle of physical neglect perpetuates adverse patterns for children's future, hindering their holistic development and academic success (Camilo et al., 2020). Mitchell et al., (2021) further underscore how childhood injuries resulting from physical neglect negatively impact academic performance by interfering with learning and concentration. These findings underscore the critical need to address instances of physical neglect to ensure children's safety, well-being, and academic success. Additionally, Camilo et al. (2020) underscore how the detrimental cycle of physical neglect perpetuates adverse patterns for children's future, hindering their holistic development and academic achievements.

Moreover, findings align with Mitchell et al.'s (2021) study on childhood injuries and academic performance supports the current findings, elucidating how physical neglect contributes to learning impediments and concentration difficulties, consequently undermining students' academic success. These insights underscore the

interconnectedness between a child's physical well-being and their educational attainment, emphasizing the critical need for interventions to break the cycle of physical neglect and providing children with the opportunity to thrive academically and holistically (Turner et al., 2019).

5.3.2 Influence of Educational Negligence on Students' Academic Performance

The study results indicate that educational negligence significantly and negatively affect the academic performance of Form Three students in secondary schools within Yatta Sub-County, Machakos County, Kenya. Descriptive findings unveiled several key aspects of educational negligence, including inconsistent homework completion, irregular school attendance, moderate levels of parental involvement, and a lack of essential learning materials. These findings align with existing literature, which highlights the detrimental consequences of educational neglect on children's academic success (The & Russo, 2018). For instance, when parents fail to provide necessary resources or supervise their child's academic progress, it constitutes educational negligence and can lead to poor academic performance (Opata, 2022). This echoes findings from previous studies indicating that children who experience neglect or lack parental involvement tend to perform poorly in school due to a lack of support, guidance, and motivation (Kyegombe et al., 2017; Hecker et al., 2019). Additionally, the prevalence of absenteeism, often resulting from parental neglect, contributes to learning disruptions and gaps in academic development, ultimately hindering students' educational attainment (Sharley, 2023; KNEC, 2019).

Moreover, the regression analysis in the study highlighted the significant influence of educational negligence on students' academic performance, explaining a notable proportion of the variance observed in academic outcomes. This finding is consistent

with previous research demonstrating the adverse effects of parental neglect, including absenteeism and lack of parental involvement, on children's educational achievements (Esteban, 2017; Van Wert et al., 2018). The standardized coefficient (Beta) and significant p-value further underscored the negative association between educational negligence and academic performance, emphasizing the critical need to address this issue to enhance educational outcomes among students in the region (The & Russo, 2018).

Furthermore, insights from prior studies conducted in diverse contexts such as Malaysia, Uganda, and Kenya provide additional support for the observed findings. Research from Malaysia indicates that parental neglect, including lack of interest and non-involvement in a child's education, correlates with poor academic performance and behavioural problems among children (Kee & Jiing, 2020). Similarly, studies conducted in Kenya highlight the detrimental impact of parental negligence, including absenteeism and lack of supervision, on students' academic progress and overall well-being (Mbwayo, Mathai, & Kuria, 2019; KNEC, 2019). These findings collectively emphasize the importance of parental involvement and support in fostering positive academic outcomes and underscore the urgent need for interventions to address educational neglect and promote students' educational success.

5.3.3 Influence of Emotional Negligence on Students' Academic Performance

The study analysis show emotional neglect has negative implications for students' academic performance. Emotional neglect encompasses various forms of parental disregard for a child's emotional needs, including verbal abuse, lack of emotional support, and exposure to domestic conflict. Research indicates that emotional neglect can lead to feelings of inadequacy, low self-esteem, and difficulties forming positive

relationships. Moreover, students who experience emotional neglect may struggle to engage effectively in school, leading to academic underachievement. The findings align with previous research by Li et al. (2023), which highlighted that verbal abuse, such as negative remarks and insults from parents, can have detrimental effects on a child's self-esteem and mental well-being. This emotional distress may translate into academic difficulties, as students may struggle to concentrate or engage positively in the learning environment. Chung, Seo, and Kim (2019) demonstrated a direct correlation between parental warmth and academic success among adolescents. The presence of emotional support and affection from parents fosters a positive mind set and self-confidence in students, contributing to improved academic performance. This supports the notion that emotional neglect, characterized by a lack of parental warmth, can negatively impact academic outcomes.

Kandagor, Wanjohi, and Mukadi (2021) highlighted that parental neglect, including lack of supervision and emotional support can expose children to risky behaviours and negatively affect their social and emotional development. This aligns with the findings that emotional neglect can lead to feelings of insecurity and anxiety, potentially leading to academic under achievement.

However, the findings contrast with Muriithi et al. (2018) that children who experienced neglect in the form of lack of warmth and affection from parents exhibited anxiety and low self-esteem but did not necessarily perform worse academically. This suggests that the relationship between parental neglect and academic performance may vary based on cultural and contextual factors. Therefore, while emotional neglect may have negative implications for academic success in some contexts, it may not be the sole determinant in others. In addition, some studies,

such as those by Haslam and Taylor (2022), emphasize the importance of resilience and coping mechanisms in mitigating the impact of parental neglect on academic performance. Students who develop effective coping strategies may be able to overcome the challenges posed by emotional neglect and succeed academically despite adverse circumstances. This highlights the need for further exploration into individual differences in resilience and coping strategies among students experiencing parental neglect.

5.4 Conclusions

In this section, the study presents conclusive remarks based on the analysis of the results. By synthesizing the findings with the research objectives and theoretical framework, the conclusions drawn provide valuable insights into the topic under investigation.

Based on the findings, the study concludes that physical negligence significantly contributes to low academic performance among students in secondary schools within Yatta Sub-County, Machakos County, Kenya. This conclusion is supported by several key indicators of physical neglect identified in the study. For instance, students who reported inadequate access to food or challenges in obtaining a balanced diet may experience nutritional deficiencies, impacting their cognitive functioning and ability to concentrate in class. Additionally, prevalent issues with disciplinary practices such as high rates of physical punishment can lead to heightened stress and anxiety among students, creating a hostile learning environment that hinders academic progress. Moreover, limited access to healthcare services may result in untreated illnesses or injuries, causing students to miss school days and fall behind in their studies.

Also, the study concluded that educational negligence is a significant factor contributing to low academic performance among students in secondary schools within Yatta Sub-County, Machakos County, Kenya. Some of the educational neglect indicators identified in the study that led to low academic performance includes inconsistent homework completion, irregular school attendance, and limited parental involvement in academic activities. Students who experience educational neglect may lack essential learning materials, miss out on important instructional time, and struggle to keep up with their peers academically.

Finally, emotional negligence was also a significant contributor to low academic performance among students in secondary schools within Yatta Sub-County, Machakos County, Kenya. Students, who reported experiencing emotional neglect, such as being called names or not receiving comfort from their parents or guardians, may develop low self-esteem and negative perceptions of themselves and their abilities, which can hinder their motivation and academic engagement. Additionally, witnessing parental fights or feeling rejected by parents can lead to emotional distress and difficulty focusing on schoolwork, impacting academic performance.

5.5 Recommendations

Based on the findings, the study highlights several implications and recommendations for parents, teachers, policymakers, and caregivers to address the issues of physical, educational, and emotional negligence identified among students in secondary schools within Yatta Sub-County, Machakos County, Kenya.

Parents should prioritize providing nutritious meals and snacks to support their children's cognitive development and overall well-being. Additionally, parents should avoid using physical punishment as a disciplinary measure; instead, they should

employ positive discipline techniques that promote a supportive and nurturing environment at home. Moreover, parents should prioritize their children's access to healthcare services, ensuring that they receive timely medical attention when needed to prevent illness-related absences from school. Teachers play a vital role in identifying and addressing signs of educational neglect among students. They should communicate regularly with parents to encourage greater parental involvement in their children's academic activities. They should also provide support to students who may be struggling academically due to inconsistent homework completion or irregular attendance. Teachers can also advocate for the allocation of resources to ensure that all students have access to essential learning materials and opportunities for academic enrichment.

Policymakers have a responsibility to implement policies and initiatives that address the underlying factors contributing to emotional neglect among students. This may involve providing training and support to parents and caregivers on effective parenting strategies and promoting positive parent-child relationships. Additionally, policymakers should prioritize funding for mental health services and support programs within schools to address the emotional needs of students and provide resources for students experiencing emotional distress.

5.6 Areas of Further Research

The current study has significantly contributed to understanding the impact of parental negligence, including educational, emotional, and physical neglect, on students' academic performance within Yatta sub-county, Machakos County, Kenya. However, there are several avenues for future research to further enhance the public understanding of this critical issue. Primarily, while the study focused on Form Three

students, future studies should consider including students from other grade levels to capture a broader spectrum of experiences and developmental stages. This can provide a more comprehensive understanding of how parental negligence affects students' academic performance across different age groups.

The study was limited to secondary schools within Yatta sub-county. To generalize findings and explore potential variations across different contexts, future studies should include secondary schools from other regions within the county and even beyond. This would allow for comparisons between urban and rural settings, as well as different socio-economic backgrounds, which may influence the prevalence and impact of parental negligence on students' academic outcomes.

Moreover, while the current study focused on three types of parental negligence (educational, emotional, and physical), future research could explore additional dimensions of parental negligence. For example, neglect related to socio-economic support, such as financial assistance for educational resources or co-curricular activities could be examined. Additionally, investigating the cumulative effects of multiple forms of parental negligence on students' academic performance would provide a more nuanced understanding of the complex interplay between various neglectful behaviours and their impact on student outcomes.

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Turner, H. A., Vanderminden, J., Finkelhor, D., & Hamby, S. (2019). Child neglect and the broader context of child victimization. *Child maltreatment*, *24*(3), 265-274.

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APPENDICES

APPENDIX I

LETTER OF CONSENT

Dear Parent/ Guardian,

REF: PARENTAL CONSENT OF YOUR CHILD'S PARTICIPATION IN RESEARCH ENTITLED: THE INFLUENCE OF PARENTAL NEGLIGENCE ON STUDENTS' ACADEMIC PERFORMANCE AMONG FORM THREE STUDENTS IN SECONDARY SCHOOLS IN YATTA SUB-COUNTY, MACHAKOS COUNTY, KENYA

I am Mutie Rebecca Nthenya, a student at Africa Nazarene University pursuing a Master of Arts in Counselling Psychology. This research is a requirement in partial fulfilment for the award of Master of Arts degree in Counselling Psychology.

This letter seeks your consent to involve your child in the academic research. All information given and gathered will be managed with confidentiality and your child can withdraw at any stage without prior warning, should he or she wish to do so.

The information given will only be used for the sole purpose of education. Your child's contribution to this field of knowledge is highly appreciated.

Thank you.

Yours Faithfully, DATE:

Sign:---------- Sign----------

Mutie R. Nthenya Respondent/Parent/Guardian

APPENDIX II

INTRODUCTION LETTER TO THE SCHOOL PRINCIPALS

Dear respondent,

I am Mutie Rebecca Nthenya, a student at Africa Nazarene University pursuing a Master of Arts in Counselling Psychology. I am conducting academic research on "THE INFLUENCE OF PARENTAL NEGLIGENCE ON STUDENTS' ACADEMIC PERFORMANCE AMONG FORM THREE STUDENTS IN SECONDARY SCHOOLS IN YATTA SUB-COUNTY, MACHAKOS COUNTY, KENYA." This research is a requirement in partial fulfilment for the award of Master of Arts Degree in Counselling Psychology.

You are thus requested to participate in the study and respond at your level best to the questionnaire. The information you avail will be treated with utmost confidentiality and anonymity and will only be used for academic purposes of this study. It is also important to note that participation in this study is voluntary. You have the rights to refrain from answering any questions whose answer you are not ready to give and to withdraw from the study if you wish to do so.

Let me take this chance to express my gratitude to you in advance for participating in this study.

Yours faithfully,

Mutie Rebecca Nthenya

APPENDIX III

INTRODUCTION LETTER TO THE CHILDREN RIGHTS OFFICER

Dear respondent,

I am Mutie Rebecca Nthenya, a student at Africa Nazarene University pursuing a Master of Arts in counselling psychology. I am conducting academic research on "THE INFLUENCE OF PARENTAL NEGLIGENCE ON STUDENTS' ACADEMIC PERFORMANCE AMONG FORM THREE STUDENTS IN SECONDARY SCHOOLS IN YATTA SUB-COUNTY, MACHAKOS COUNTY, KENYA." This research is a requirement in partial fulfilment for the award of Master of Arts degree in Counselling Psychology.

You are thus requested to participate in the study and respond at your level best to the interview schedule. The information you give will be treated with utmost confidentiality and anonymity and will only be used for academic purposes of this study. It is also important to note that participation in this study is voluntary. You have the right to refrain from answering any questions whose answer you are not ready to give and to withdraw from the study if you wish to do so.

Let me take this chance to express my gratitude to you in advance for participating in this study.

Yours faithfully,

Mutie Rebecca Nthenya

APPENDIX IV

CURRENT FORM THREE STUDENTS' QUESTIONNAIRE

Introduction

I am Mutie Rebecca Nthenya, a student at Africa Nazarene University pursuing a Master of Arts in counselling psychology. This study seeks to investigate "The Influence of Parental Negligence on Students' Academic Performance among Form Three Students in Secondary Schools in Yatta Sub-County, Machakos County, Kenya." The study is purely for academic purposes only therefore do not sign your name. The responses will be treated with absolute confidentiality. The questionnaire comprises four sections (Section A, B, C & D).

SECTION A. Demographic Information

1. **Gender** i) Female ( ) ii) Male ( )

2. Age i) 15 years ( ) ii) 16 years ( ) iii) 17 years ( )

SECTION B. The Influence of Physical Negligence on Students' Academic Performance

Child Trauma Questionnaire (CTQ)

These questions ask about your experiences growing up as a child and a teenager. For each question, tick the word that best describes how you feel. Although some questions may sound personal, please try to answer as honestly as you can. The researcher will keep your answers confidential. **Key words:** *Never, Sometimes, Always*

The Influence of Physical Negligence on Students' Academic Performance

When I was growing up….	Never	Sometimes	Always
I did not have enough to eat			
I had a balanced diet			
I got hit by my parents/ guardians that I had marks			
I was taken to the hospital whenever I was sick /injured			
I had unkempt hair			
I wore a dirty uniform			

Section C: The Influence of Educational Negligence on Students' Academic Performance

Kindly tick the appropriate box based on your experiences and perceptions. Use the options "Never," "Sometimes," or "Always" to indicate how often you experienced educational negligence.

When I was growing up….	Never	Sometimes	Always
I completed my homework			
I failed to attend school regularly			
My parents/ guardians attended school meetings			
My parents / guardians assisted me in doing homework			
I lacked basic learning materials like geometrical set and four figure table			
I completed my homework			
My parents provided a conducive environment for studies			

Section D: The Influence of Emotional Negligence on Students' Academic Performance

Kindly tick the appropriate box based on your experiences and perceptions. Use the options "Never," "Sometimes," or "Always" to indicate how often you experienced emotional negligence.

When I was growing up….	Never	Sometimes	Always
My parents/ guardians called me names like stupid, ugly, and lazy			
Upon crying, my parents/ guardians comforted me			
I witnessed my parents/ guardians fight			
My parents were too drunk/ high to take care of me			
I thought my parents/ guardians wished I had never been born			
I preferred belonging to another family			

THANK YOU FOR YOUR TIME.

APPENDIX V

CURRENT FORM THREE TEACHERS' QUESTIONNAIRE

Introduction

I am Mutie Rebecca Nthenya, a student at Africa Nazarene University pursuing a Master of Arts in counselling psychology. This study seeks to investigate "The Influence of Parental Negligence on Students' Academic Performance among Form Three Students in Secondary Schools in Yatta Sub-County, Machakos County Kenya." The study is purely for academic purposes only, therefore do not sign your name. The researcher will treat your responses with absolute confidentiality. The questionnaire comprises four sections (Section A, B, C & D).

Section A: Demographic Information

Please tick where appropriate.

1. Gender Male ( ) Female ( )
2. Age 20-30 years ( ) 31-40 years ( ) 41-50 years ( )

   Above 50 years ( )
3. Academic qualification

   (i) BED ( ) ii) Masters ( ) iii) PHD ( )
4. Teaching experience

   (i) 0-10 years ( ) ii) 11-20 years ( ) iii) 21- 30 years ( )

   (iv) Above 31 years ( )

Section B: Prevalent Types of Parental Negligence

a). Which are the prevalent types of parental negligence among the Form threes in your school? Tick where applicable

i) Lack of a balanced diet by students ( )
ii) Untreated injuries ( )
iii) Students wearing dirty uniforms ( )
iv) Hunger ( )
v) Students with unkempt hair ( )
vi) Students' not being taken to the hospital whenever they fall sick or have injuries ( )

Apart from the listed indicators, are there others that you observe from your students that qualify for physical neglect? NO ( ) YES ( )

If yes kindly specify _____

_____

b). Educational negligence

Kindly tick as many options of educational negligence that you have experienced with Form three students in your school

i) Students who lack basic learning materials for example geometrical sets, pen, and four figure tables ( )

ii) Students not completing homework ( )
iii) Failure of students to attend school regularly ( )

iv) Students not being assisted in doing homework ( )

v) Failure of parents to attend school meetings regularly ( )

If you have observed other indicators apart from the ones listed kindly specify:

_____

_____

_____

c). Emotional negligence

Kindly tick as many options of Emotional negligence that you have experienced with Form three students in your school.

i) Students witnessing domestic violence ( )

ii) Students believe that they are unloved by their family ( )
iii) Students' families not being a source of strength or support ( )
iv) Students with parents who are drunk or too high ( )
v) Students with wishes that they were not born ( )

If there might be more indicators of emotional neglect among your Form three students kindly specify _____

_____

_____

Section C: The Influence of parental negligence on students' academic performance

Are your Form three students affected by parental negligence? If yes, in what ways.....?

_____

THANK YOU FOR YOUR TIME.

APPENDIX VI

INTERVIEW GUIDE FOR CHILDREN RIGHTS OFFICER

Kindly tell me about:

Your job title_____

1. What are some of the physical negligence cases you encounter among students in your line of duty?

2. Tell me three to four educational negligence cases you manage in your line of duty among students in your area of operation.

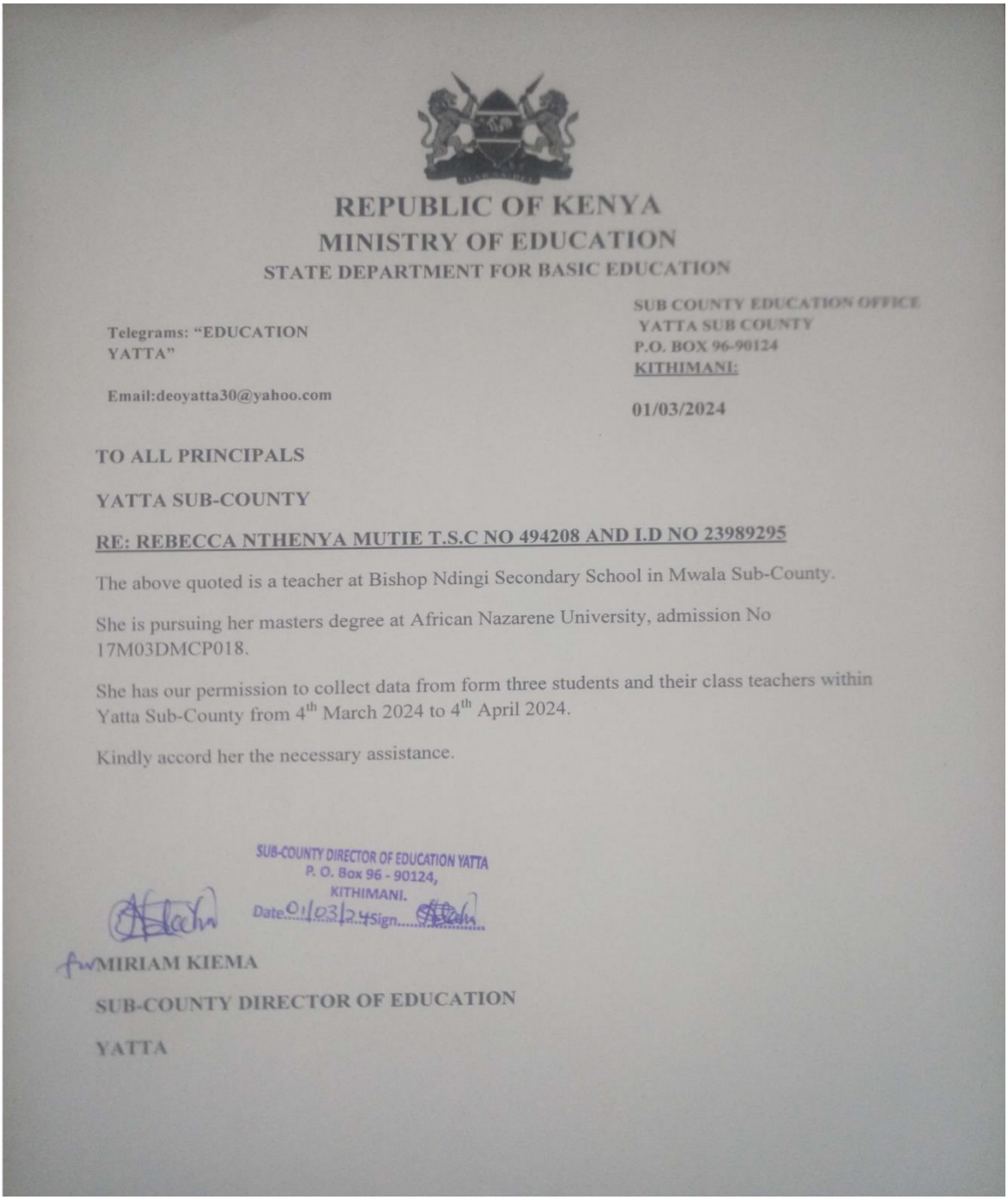
3. Explain three to four emotional negligence cases among students within your area of work.

4. What can be done by schools to address parental negligence cases?

THANK YOU FOR YOUR TIME.

APPENDIX VII

PERMISSION FROM THE MINISTRY OF EDUCATION



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
STATE DEPARTMENT FOR BASIC EDUCATION

Telegrams: "EDUCATION YATTA"

Email:deoyatta30@yahoo.com

SUB COUNTY EDUCATION OFFICE
YATTA SUB COUNTY
P.O. BOX 96-90124
KITHIMANI:

01/03/2024

TO ALL PRINCIPALS

YATTA SUB-COUNTY

RE: REBECCA NTHENYA MUTIE T.S.C NO 494208 AND I.D NO 23989295

The above quoted is a teacher at Bishop Ndingi Secondary School in Mwala Sub-County.

She is pursuing her masters degree at African Nazarene University, admission No 17M03DMCP018.

She has our permission to collect data from form three students and their class teachers within Yatta Sub-County from 4th March 2024 to 4th April 2024.

Kindly accord her the necessary assistance.

SUB-COUNTY DIRECTOR OF EDUCATION YATTA
P. O. Box 96 - 90124,
KITHIMANI.
Date 01/03/24 Sign

fw MIRIAM KIEMA

SUB-COUNTY DIRECTOR OF EDUCATION

YATTA

APPENDIX VIII

UNIVERSITY AUTHORIZATION LETTER

AFRICA NAZARENE
UNIVERSITY

P.O.Box: 53067 – 00200
Nairobi, Kenya.
Tel: 020 252 7170/1 – 5
Email: vc@anu.ac.ke
www.anu.ac.ke

4th March 2024

RE: TO WHOM IT MAY CONCERN

Rebecca Mutie (17MO3DMCP018) is a bonafide student at Africa Nazarene University. She has finished her course work and has defended her thesis proposal

entitled: -

"Influence of parental negligence on students' academic performance among form three students in Secondary Schools in YATTA Sub - County, Machakos County, Kenya".

Any assistance accorded to her to facilitate data collection and finish her thesis is highly welcomed.

Rodney R. Reed

Prof. Rodney Reed
Deputy Vice Chancellor, Academic & Student Affairs

APPENDIX IX

NACOSTI RESEARCH LICENSE

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **804691**

Date of Issue: **07/March/2024**

RESEARCH LICENSE



This is to Certify that Ms.. REBECCA NTHENYA MUTIE of Africa Nazarene University, 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: INFLUENCE OF PARENTAL NEGLIGENCE ON STUDENTS' ACADEMIC PERFORMANCE AMONG FORM THREE STUDENTS IN SECONDARY SCHOOLS IN YATTA SUB-COUNTY, MACHAKOS COUNTY, KENYA for the period ending : 07/March/2025.

License No: **NACOSTI/P/24/33668**

804691

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 X

MAP OF YATTA SUB-COUNTY

