

**INFLUENCE OF DYSFUNCTIONAL FAMILIES ON ACADEMIC PERFORMANCE
AMONG STUDENTS IN PUBLIC MIXED DAY SECONDARY SCHOOLS
IN JUJA SUB-COUNTY, KIAMBU COUNTY, KENYA**

MOSES GITHINJI MACHARIA

**A THESIS SUBMITTED TO THE GRADUATE SCHOOL IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE AWARD OF A MASTER'S DEGREE IN MARRIAGE
AND FAMILY THERAPY**

PAN AFRICA CHRISTIAN UNIVERSITY

JUNE, 2024

Declaration

This thesis is my original work and has not been presented for a degree or any other award in any other University.

Signature: _____

Date: _____

Name: Macharia Moses Githinji

Registration number: MMFT/9796/0/17

This thesis has been submitted for examination with our approval as the duly appointed supervisors.

Signed: _____

Date: _____

Dr. Anne Wambugu

Psychology Department, PAC University.

Signed: _____

Date: _____

Dr. Michael Mbiriri

Psychology Department, Kisii University

Table of Content

Declaration	ii
Table of Content.....	iii
Dedication	vi
Acknowledgements	vii
Abstract	viii
List of Tables	ix
List of Figures	x
Abbreviations and Acronyms	xi
Operational Definition of Terms.....	xii
 Chapter One: Introduction and Background to the Study.....	 1
Introduction	1
Background to the Study	1
Statement of the Problem	6
Purpose of the Study	6
Objectives of the Study	6
Research Questions	7
Justification of the Study.....	7
Significance of the Study	8
Scope of the Study.....	9
Assumptions of the Study	10
Limitations and Delimitations of the Study	10
Chapter Summary.....	11
 Chapter Two: Literature Review	 12
Introduction	12

General Literature Review	12
Empirical Literature Review	15
Literature Synthesis.....	48
Theoretical Framework	50
Conceptual Framework	54
Chapter Summary.....	56
Chapter Three: Research Methodology	57
Introduction	57
Research Philosophy	57
Research Design.....	58
Target Population	58
Sample and Sampling (no bold).....	59
Sampling Procedure	60
Types of Data	61
Research Instruments	61
Data Collection Procedures.....	63
Validity and Reliability of the Instrument.....	64
Pilot Study	65
Data Analysis Plan	66
Ethical Considerations.....	67
Chapter Summary.....	68
Chapter Four: Results and Discussions.....	69
Introduction	69
Response Rate and Demographic Findings.....	69
Influence of Parental Separation and Divorce on Academic Performance	75

Influence of Parental Alcoholism on Academic Performance	80
Influence of Domestic Conflict on Academic Performance	86
The Role of Student Behavior on Academic Performance	93
Chapter Summary.....	103
Chapter Five: Summary of Findings, Implications, Conclusions and Recommendations	104
Introduction	104
Summary of Key Findings	104
Implications	106
Conclusions	107
Recommendations	108
Areas for Further Research	109
References	111
Appendices.....	138
Appendix A: Informed Consent	138
Appendix B: Parental/ Guardian Consent Form	139
Appendix C: Questionnaire to Students.....	140
Appendix D: Interview Guide for Principals and Guidance and Counseling Teachers.....	143
Appendix E: NACOSTI Research License	144
Appendix F: County Director of Education Research Authorization	145
Appendix G: County Commissioner Research Authorization	146
Appendix H: Map of Study Area	147

Dedication

This work is dedicated to my dear wife Miriam N. Githinji, our adolescents, and the entire Christian Foundation Fellowship (CFF) Church, Juja, Kenya. Your love and support have been a great inspiration in doing this work.

Acknowledgements

I am greatly indebted to the Lord God Almighty, a destiny changer. He unlocked for me what seemed like closed doors of academic pursuits and has so far walked with me. I am grateful to the Church congregation where I serve. The need to serve them better was instrumental for me to pursue this cause. I acknowledge my supervisors, Dr. Anne Wambugu and Dr. Michael Mbiriri who have been my mentors. With a lot of patience, their invaluable input has guided me in this process of thesis writing. The Psychology department has been a source of great encouragement on this journey, and I cannot forget to express my appreciation to all the departmental staff. I also thank my classmates in Masters of Marriage and Family Therapy for their guidance and inspiration. Finally, I express my gratitude to all the students who participated in this study as respondents as well as their respective administrative and academic staff who facilitated this process.

Abstract

The family holds a critical role as a fundamental unit within society which impacts human beings from all dimensions. Negative patterns of parental behavior within functional families can often carry over to their adolescents' lives. Therefore, the study aimed to examine the influence of dysfunctional families on the academic performance among students in public mixed day public secondary schools in Juja Sub County of Kiambu County, Kenya. The study was guided by the following specific objectives: to establish the influence of parental separation and divorce on academic performance among students in public mixed day schools in Juja Sub County, determine the influence of parental alcoholism in students' academic performance in public mixed day secondary schools in Juja Sub County, to evaluate the influence of domestic conflicts on academic achievements of students in public mixed day secondary schools in Juja Sub County and the role of students' behaviour in the relationship between dysfunctional families and students' academic performance in public mixed day secondary schools in Juja Sub County. Family Systems Theory and Resilience Theory, was used to examine parenting practices and their impact on adolescent's development. The study was guided by correlational research design. A sample size of 309 respondents was selected, and twenty key informants consisting of 10 principals and 10 guidance and counseling teachers. Purposive sampling was used to select principals and guidance and counseling teachers, stratified sampling was employed to recruit students per school, and simple random sampling was used to recruit participating students per class. Questionnaires were used to collect quantitative data from the respondents, and structured interview guide was used to collect qualitative data from the school principals and counseling and guidance teachers who were the key informants. Quantitative data was analyzed using mean, frequencies, standard deviations, and regression analysis using SPSS v25, while qualitative data was thematically analyzed using Nvivo v12 software. Chi-square test revealed a significant relationship between parental divorce/separation and academic performance ($\chi^2 (1) = 5.352, p < .05$). Respondents perceived parental alcoholism to minimally influence academic performance (Mean = 1.74, SD = 0.713), with a weak but significant negative correlation ($r = -.153, p < .05$). There was a low correlation between parental conflict and academic performance ($r = -.081, p > .05$). Family dysfunction significantly predicted both academic performance ($\beta = -.123, p < .05$) and student behaviors ($\beta = .468, p < .01$), but the respondents' behaviors did not significantly mediate the relationship between family dysfunction and academic performance ($\beta = -.063, p > .05$). The key informants' interviews supported quantitative findings, emphasizing psychological distress, academic disengagement, financial challenges, and behavioral issues as impacts of family dysfunction. Conclusion was drawn that family dysfunction adversely affected students' academic performance through psychological distress, though student behaviors played an insignificant role in this relationship. Educators and school administrators should be equipped with training and resources to recognize and support students experiencing difficulties related to parental separation or divorce. Marriage and family therapists can be instrumental in this endeavor. Additional studies could explore in greater detail the precise mechanisms by which parental separation and divorce influence the academic performance among students.

List of Tables

Table 1: Population of Secondary Schools	59
Table 2: The Sample Frame	61
Table 3: Reliability Statistics	64
Table 4: Response Rate	69
Table 5: Respondents Age Distribution	70
Table 6: Academic Performance and Parental Divorce/Separation Crosstabulation.....	75
Table 7: Chi-square Test between Parental Separation/Divorce and Academic Performance	76
Table 8: Parental Alcoholism Item Statistics.....	80
Table 9: Correlation between Parental Alcoholism and Academic Performance.....	84
Table 10: Parental Conflict Item Statistics	86
Table 11: Correlation between Parental Conflict and Academic Performance	91
Table 12: Mean and Standard Deviation Scores for Student Behavior Items	94
Table 13: Regression of Academic Performance on Family Dysfunction.....	100
Table 14: Regression of Student Behaviors on Family Dysfunction.....	101
Table 15: Test of Mediation Effect of Student Behaviors	102

List of Figures

Figure 1: Conceptual Framework	55
Figure 2: Occupational Respondents' Parents/ Guardian	71
Figure 3: Whether Parent/ Guadian is separated.....	73
Figure 4: Respondents' Self-rated Academic Performance	74

Abbreviations and Acronyms

APGAR - Adaptability, Partnership, Growth, Affection, and Resolve

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

NLSY- National Longitudinal Survey of Youth and the

NLSCM- National Longitudinal Survey Child Mother

SPSS - Statistical Package for Social Sciences

Operational Definition of Terms

Academic performance is a reference to a student's performance in school that shows learning (Abrantes & Casinillo, 2020). In this study, academic performance was used to mean term grades.

Adolescent's motivation denotes students' capacity to pursue their educational objectives actively and purposefully despite encountered obstacles. This study adopted Krasniqi's (2023) conceptualization of adolescent's motivation.

Alcohol abuse refers to drinking alcohol but in excess (Maeng, 2022). In this research, the term was used to mean getting drunk on alcohol on most occasions.

Collaboration of spouses refers to the cooperative efforts between parents to achieve common goals, make decisions, and manage various aspects of their shared life (Wami et al., 2021). In this study, the term was used to refer to task division and role sharing.

Communication refers to refers to the exchange of thoughts, feelings, and information between parents (Offordile et al., 2020). In this study, the term was used to emotional sharing, conflict resolution, regular checking in on one another, and listening to each other.

Diminishing resources indicate a decline in quality or returns on resources over time (van Winkle Leopold, 2021). In this context, these resources, under the discretion of students' parents and caregivers, are utilized to support their adolescents' education. As they are used, these resources gradually diminish.

Dysfunctional families is a term used to describe families that are not optimally functioning due to alcohol abuse (Ferguson, 2021). In this study, the term was used to mean parental conflict, separation and/or divorce.

Emotional support refers to the actions and behaviors that help partners feel cared for, understood, and valued (Miralles et al., 2023). In this study, the term was used to refer to validation, encouragement, reassurance and positive affirmation.

Family disruption refers to disturbances arising from dysfunctional parental relationships, including divorce and separation (Wambua et al., 2021). In this study, family disruption will be conceptualized specifically as disruptions resulting from parental divorce and separation, and their effects on the academic outcomes of secondary school students.

Has occurred (Garcia-Retamero et al., 2022).

Parent-adolescent relationship signifies the connection between parents and their adolescents, fostering positive behavior modeling (Wambua et al., 2021). In this study, the parent-child relationship will be conceptualized in terms of its impact on the promotion or hindrance of student's academic outcomes.

Parental alcoholism refers to uncontrolled cravings and abuse of alcohol by one or both parents with the full knowledge of their adolescents (Tang et al., 2022). In this study, parental alcoholism was indicated by their role deviation, family disruption, parenting adequacy, and the nature of parent-child relationship.

Parental conflict is considered a disagreement that leads to greater or lesser interaction between parents (Lee & Kim, 2022). In this study, the term was used to mean strife as indicated by poor communication, lack of collaboration in problem solving, or emotional support in the family.

Parental involvement entails parents' engagement in their adolescent's development as they progress from one level of achievement to another (Wambua et al., 2021). In this study, parental involvement was conceptualized as parents' active participation in their adolescent's academic journey.

Parental role deviation encompasses parental behaviors inconsistent with promoting the overall well-being of their adolescents across various dimensions (Wambua et al., 2021). In this study, parental role deviation will be specifically focused on parental behaviors that do not support the academic advancement of their adolescents in secondary schools.

Parental separation and divorce refers to the severance of relationship between one's parents leading to the parents leaving apart temporarily or permanently (Abrantes & Casinillo, 2020). In this study, the term was used to refer to the associated implications on the family in terms of resource diminishing, perceived guiltiness, adolescents' motivation, self-control, and social interaction.

Perceived guiltiness refers to the apparent sense of guilt experienced by students due to parental divorce or separation (Krasniqi, 2023). Thus, in this study, the term was used to refer to reported sense of guilt by students following their parents' divorce or separation.

Resolving conflict is addressing and managing disagreements or disputes in a way that strengthens the marital relationship rather than weakens it (Muthuri et al., 2019).

In this study, the term was used to refer to restraint, taking responsibility, and compromise and negotiation.

Self-control in students denotes their ability to resist pursuing tempting paths that could impede their academic aspirations and desired future outcomes (Lobo & Lunkenheimer, 2020). This study conceptualizes self-control within the context of obstacles stemming from divorce and separation, which hinder students' academic achievements in secondary schools.

Social interaction encompasses relationships influenced or altered by parental relational challenges, marital separation, and divorce, leading students to adopt specific behaviors (Wambua et al., 2021). Thus, this study operationalized social interaction as students' exposure to parental conflict, parental separation and/or divorce.

Student behavior is the conduct of students both in and out of class usually indicated by withdrawal or assertive behavior of students (Naimi et al., 2022). In this study, it was indicated by aggressive behavior, delinquency, and discipline level.

Student refers to is an individual who is actively engaged in learning, typically enrolled in an educational institution such as a school (Abrantes & Casinillo, 2020). In thus study, student is used to mean secondary school learners in Kiambu County.

Chapter One: Introduction and Background to the Study

Introduction

This chapter gives an overview on how dysfunctional families impact the academic performance among students in public secondary schools in Kenya. The chapter begins by presenting background to the study and statement of the problem. It then delves into the purpose of the study, followed by the objectives of the study and research questions. Additionally, the significance and justification of the study is discussed, along with its scope and limitations. The chapter concludes with a summary, highlighting the key points discussed.

Background to the Study

Functional families play a crucial role in influencing students' academic behaviors and education achievements in school, as they serve as the primary and influential environments in which adolescents are raised (Jirout, et al., 2019). According to Jirout et al. (2019), parents have a significant responsibility in their adolescents' education through their parenting style. The style of parenting adopted by parents affects the emotional atmosphere in which adolescents are raised, consequently influencing their behavior and academic performance (Amani et al., 2020). Functional family environment is characterized by parental emotional warmth and adolescents who are self-confident and assertive (Amani et al., 2020). On the other hand, when adolescents do not receive love or care from their parents, the family is dysfunctional. Parental warmth, which is a hallmark of functional families, has been shown to significantly enhance adolescents' emotional, social, and academic adjustment (Jirout et al., 2019).

The problematic behavior displayed by adolescents has always been a concern for educational stakeholders (Bahar & Aksut, 2020). Family functioning, encompassing role distribution, communication, emotional control, problem-solving competency, and behavioral

regulation among family members, plays a vital role in determining the overall well-being of the family unit (Tang et al., 2022). The dynamics within a family, often referred to as family dynamics, significantly impact the behavioral and mental well-being of adolescents (Tang et al., 2022). Consequently, the family exerts a substantial influence on the psychosocial development of students, as it serves as the most immediate and direct microenvironment shaping their psychological growth (Khalid et al., 2019). For instance, Zhang and Wang (2020) highlighted that perceived family functioning directly affects the development of negative behaviors in adolescents. However, the studies conducted by Tang et al. (2022) and Bahar and Aksut (2020) both explored students' academic performance within the context of teaching styles, rather than investigating the impact of family dysfunction. This conceptual gap necessitates the present study, which aims to examine and delve into the relationship between dysfunctional families and students' academic performance.

Students' learning environment has a significant impact on students' outcome. Zhang and Wang (2020) conducted an empirical survey to investigate the interconnectedness between the perceived school environment, family functioning, and the occurrence of negative behaviors among younger adolescents. Utilizing a psychological data collection instrument called Suzhi, the study explored the mediating role of psychological counseling in this relationship. The findings indicated a significant and unfavorable association between the school learning environment and the display of negative behaviors by students. Furthermore, the research identified a mediator variable in this relationship. While the study focused on the interaction between parents, teachers, and the general school environment in shaping students' academic performance, it did not thoroughly examine the specific role of dysfunctional families in overall academic achievement. This conceptual gap serves as the primary motivation for the present

study, which aims to delve into the impact of dysfunctional families on students' academic performance.

There are complex interactions among different developmental environments in which adolescents grow and develop (Zhang & Wang, 2020). This perspective is supported by Guyer (2020), who emphasizes the significant role of family unit as an environmental factor affecting adolescents' developmental milestones and learning. In some cases, parents may neglect or abuse their adolescents, while other family members adopt negative social behaviors (Omare, 2018). Currently, educational institutions are grappling with extraordinary levels of unmet psychological desires among adolescents, which can hinder their ability to learn effectively in school (Spinelli et al., 2020). Schools are reporting an increase in externalizing negative conduct among students, such as breaking school rules, engaging in physical and verbal aggression, defiance, lying, theft, absenteeism, misdemeanors, and other unlawful acts, all of which pose risks to the academic achievement of the affected adolescents (Liu et al., 2021). Although studies by Zhang and Wang (2020), Guyer (2020), Omare (2018), Spanelli et al. (2020) and Liu et al. (2021) have recognized the various factors that can hinder students' academic performance in schools, they have not specifically explored the underlying causes of poor academic achievement. Hence, this present study aims to investigate the impact of dysfunctional families on academic performance, filling the gap by examining the influence of family dynamics on students' educational outcomes.

Teenage behavioral issues which are caused by poor parenthood have a major effect on childhood education (Michelson et al., 2020). These authors also proposed that the family plays an important role in providing emotional support and developing their adolescents' personalities. This is consistent with Hossain and Purohit (2019), who argued that how parents raise their

adolescents has a significant bearing on their future. For example, Preeti and Dua (2021) noted in his study on behavior of school going adolescents in India that only 48. % of adolescents under parental control misbehaved compared to 84.3% (almost twice the number), with no parental control. In Iran, family function is considered key to academic success among adolescent adolescents. Rezaei-Dehaghani et al. (2018) observed that family functioning was linked to academic achievement among female students in high school in Isfahan. Supportive family warmth, independent motivation, domestic emotional stability, healthy communication among families, and how the family members interact with each other as well as the approach parents use in nurturing have an effect on performance of family members in different fields (Preeti & Dua, 2021). While the previous studies provided valuable insights that can inform future research, it is important to note that these studies were conducted in social contexts outside of Kenya. Therefore, the present study aims to examine the influence of dysfunctional families on students' academic performance specifically within the Kenyan context. By focusing on the unique perspectives and circumstances relevant to Kenya, this study seeks to contribute to the understanding of how family dysfunction influences students' educational outcomes in the local setting.

There is a strong correlation between family functioning and adolescents' academic achievement (Ugwuanyi et al., 2020). These findings are in line with the research conducted by Amani et al. (2021), which not only confirmed the significant influence of families on adolescents' educational success but also emphasized the crucial role of emotional, financial, and psychological support provided by families. Amani et al. (2021) additionally noted that adverse parental upbringing, characterized by emotional abuse and insufficient financial and psychological support, exposes adolescents to behavioral disturbances and creates an

unfavorable academic environment. As a result, teenagers from dysfunctional families tend to withdraw socially and seek seclusion within their schools and communities, ultimately hindering their academic performance (Amani et al., 2020). However, while Ugwuanyi et al. (2020) and Amani et al. (2021) focused on investigating the influence of parenting style on academic performance, there remains a conceptual gap regarding the specific role played by dysfunctional families in shaping academic achievement. Consequently, the objective of this study is to examine how dysfunctional families impact the academic performance among students in public mixed day secondary schools within Juja Sub-County of Kiambu County, Kenya. By addressing this gap, the study aimed to gain a deeper understanding of the unique dynamics associated with dysfunctional families and their effects on students' educational outcomes.

Divorce among parents has enduring impact on the psychosocial well-being and academic performance among adolescents, but no significant link was found between parental divorce and academic achievement in Kenya (Simiyu, 2021). Another study by Omare (2018) established that frequent domestic conflict had a negative impact on the educational outcomes for students from broken homes in Wajir County, Kenya. From the studies done by Simiyu (2021) and Omare (2018), it can be deduced that domestic violence among multiple parties, in the form of physical and abusive words, appears to be a predictor of low academic achievement in Kenya. The two studies also posited that adolescents coming from dysfunctional homes disengage from participating in social activities with classmates and other friends.

Although the aforementioned studies offer valuable insights into the influence of dysfunctional families on academic performance, it is worth noting that neither study thoroughly examined the specific roles of parental separation and divorce, parental alcoholism, and the potential mediating effects of student behavior, alongside parental conflict, on students' academic

achievement. Therefore, this study aimed to fill this gap by investigating the combined impact of these factors on students' academic performance. By exploring the intricate dynamics between dysfunctional family dynamics, parental separation and divorce, parental alcoholism, student behavior, and academic outcomes, this study sought to provide a more comprehensive understanding of the complexities involved.

Statement of the Problem

Dysfunctional families in central Kenya is a matter of great concern, leading to early pregnancy, juvenile drug and substance abuse (Puffer et al., 2020). The goal of this study was to look at the effects of dysfunctional families on academic performance among students from public mixed day secondary school in Juja Sub County of Kiambu County, Kenya. Juja Sub County is ranking third in overall county rankings in academic outcomes of public mixed day secondary school. Students in this area have consistently performed poorly over the last four years, with mean scores ranging from D- to D+ in all schools (Kenya National Examination Council, 2023). In light of this, the present study sought to determine whether family dysfunction has an effect on the academic performance among students in public mixed day secondary schools in Juja Sub County, Kiambu County.

Purpose of the Study

The purpose of the study was to examine the influence of dysfunctional families on academic performance among students in public mixed day secondary school in Juja Sub County, Kiambu County, Kenya.

Objectives of the Study

The study was guided by the following objectives:

- a) To establish the influence of parental separation and divorce on academic performance among students in public mixed day secondary schools in Juja Sub County.

- b) To determine the influence of parental alcoholism on academic performance among students in public mixed day secondary schools in Juja Sub County.
- c) To evaluate the influence of domestic conflicts on academic achievement among students in public mixed day secondary schools in Juja Sub County.
- d) To explore the role of students' behaviors in the relationship between dysfunctional families and student academic performance in public mixed day secondary schools in Juja Sub County.

Research Questions

The following questions were answered by the study:

- a) What was the influence of parental separation and divorce on academic performance among students in public mixed day secondary schools in Juja Sub County?
- b) How did parental alcoholism influence academic performance among students in public mixed day secondary schools in Juja Sub County?
- c) Did domestic conflicts influence academic achievement among students in public mixed day secondary schools in Juja Sub County?
- d) What was the role of students' behaviors in the relationship between dysfunctional families and student academic performance in public mixed day secondary schools in Juja Sub County?

Justification of the Study

Scholarly interest in the nexus between family dysfunction and offspring's academic outcomes has been growing in the wake of increased reports of family conflicts, alcohol addiction, divorce and separation. Patel et al. (2020) posited that 6% of Kenyans had problem with alcohol addiction in the country which in turn affected the wellbeing of their families. The study was however focused on establishing whether the victims were aware of the treatment

options available for them thus opening a conceptual gap on how family dysfunction impacted the academic performance among students in schools. In a separate study conducted by Muthuri et al. (2019) in Igembe Central, Kenya, the focus was on examining the impact of parental conflicts on adolescents' self-esteem. The findings revealed that parental conflicts had a detrimental effect on adolescents' self-esteem. Although the study indirectly implied that low self-esteem could impact adolescents' academic performance, it did not specifically investigate how parental conflict directly affected adolescents' academic performance. Similarly, another study conducted by Njoroge and Mwenje (2020) explored the relationship between parental alcoholism and poor academic outcomes in Kandara Sub-County of Muranga County, Kenya. The research findings indicated that parental alcoholism was a significant predictor of adolescents' poor academic performance. However, this study was limited to examining the impact of alcohol abuse as one aspect of parental dysfunction. In light of these previous studies, the present study aims to provide additional insights by investigating the influence of various factors such as parental separation and divorce, parental alcoholism, parental conflict, and the mediating role of student academic performance on students' overall academic achievement. By considering a broader range of factors related to dysfunctional families, this study sought to contribute valuable information to the existing knowledge in this field.

Significance of the Study

This study has significant implications for school management, parents, and future researchers, as it provides valuable and insightful findings regarding the impact of dysfunctional families on students' academic performance. With a deeper understanding of how a student's dysfunctional family environment directly influences their educational outcomes, school management can develop effective strategies and interventions to address and mitigate instances of poor academic performance. Moreover, considering the prevailing issue of the erosion of

family values, which is further exacerbated by the rapid pace of urbanization and advancements in technology, this study sheds light on the intricate challenges faced by families residing in urban areas. The disintegration of families resulting from geographic separation due to employment opportunities and the influence exerted by unfamiliar neighbors on adolescents' lives present distinctive obstacles. By comprehensively exploring these complex dynamics, this study greatly contributes to an enhanced understanding of their potential consequences on students' academic achievement.

The study also provides vital information to marriage and family therapists, counsellors, guidance and counseling teachers and pastors who deal with students coming from broken homes. The Ministry of education as well as the Kiambu county government can particularly find the findings useful, as it can inform policy on how to deal with the high alcoholism, which can hopefully help in improved better academic performance. For the school heads and teachers, the findings can help them drive performance as the information gained can help them get a better perspective on parental dysfunction and its contribution to academic success. Moreover, the knowledge gathered from this study can be a welcome contribution to the knowledge bank from which future researchers can draw insights.

Scope of the Study

The study was conducted in Juja Sub- County, Kiambu County, focusing on public mixed day secondary schools in Juja Sub-County due to its history of low academic standards with mean averaging between D- and D+ (KNEC, 2020). Data was gathered from Form 2 and Form 3 students comprising of both male and female students. The study did not involve students in boarding schools, college students and primary schools' adolescents in the Sub-County. The study zeroed in on students in public mixed day secondary school because they interact daily

with their parents at home after school, and therefore presumed to be more impacted by dysfunctional families. Moreover, the study was guided by the descriptive study method, which was selected to facilitate a comprehensive understanding of the impact of dysfunctional families on students' academic performance. In line with this, data collection for the study involved students, secondary school principals, and guidance and counseling teachers. This approach was chosen based on the fact that students frequently interact with guidance and counseling teachers, and principals possess pertinent data and information on student performance. The guidance and counseling teachers contributed valuable insights into the guidance and counseling services, while the students themselves provided information about their families and elucidated the ways in which these dynamics influenced their academic performance.

Assumptions of the Study

The study made the following assumptions:

i) Parental separation and divorce has a negative influence on academic performance among students in public mixed day secondary schools in Juja Sub County.

ii) Parental alcoholism adversely influence academic performance among students in public mixed day secondary schools in Juja Sub County.

iii) Domestic conflicts has a negative influence on academic achievement among students in public mixed day secondary schools in Juja Sub County.

iv) Students' behaviors plays a significant role in the relationship between dysfunctional families and student academic performance in public mixed day secondary schools in Juja Sub County.

Limitations and Delimitations of the Study

Geographically, Juja Sub-County is an expansive area and some schools are located in areas with poor road network which would bring logistical problems. To overcome this

challenge, the study engaged two research assistants who were facilitated with adequate transport for data collection. The study was guided by specific objectives that focused on the influence of parental separation and divorce, parental alcohol abuse, parental abuse, and the role of student behavior on students' academic performance. These objectives were intentionally selected as they address the key issues related to family dysfunction in Juja Sub-County. The study solely focused on these predetermined objectives and did not investigate any other factors impacting academic performance.

Chapter Summary

This chapter provides a summary of the research conducted. It starts with an extensive background information section on the research topic, followed by a clear explanation of the problem under investigation. The research objectives and research questions are then presented. Subsequently, the significance and justification of the study are discussed, highlighting the importance of the research findings. The chapter also addresses the limitations and delimitations of the study, acknowledging the boundaries within which the research was conducted. The next chapter delves into the relevant empirical literature pertaining to the research topic.

Chapter Two: Literature Review

Introduction

This chapter covers empirical and theoretical literature that was used to inform the current study. It focuses on thematic issues such as socioeconomic demographic determinants, parental alcoholism, family conflicts and physical violence. The researcher explores the implications of parental separation and divorce on students' academic performance. The focus is on understanding the specific ways in which these issues affect students' educational outcomes. The chapter then discusses the theoretical foundation that underpinned the research. The chapter finally presented the conceptual framework.

General Literature Review

Functional families are essential in shaping students' academic behaviors and achievements in school, serving as the primary and influential environments where adolescents are raised (Jirout et al., 2019). Jirout et al. (2019) highlight that parents play a crucial role in their adolescents' education through their interaction as a family, which impacts the emotional atmosphere and, in turn, affects adolescents' behavior and academic performance (Amani et al., 2020). A functional family environment is marked by parental emotional warmth and adolescents who are self-confident and assertive (Amani et al., 2020). Conversely, a lack of love or care from parents leads to a dysfunctional family. In such environments, adolescents often experience emotional neglect, lack of support, and inconsistent discipline, all of which can severely impact their academic performance. Dysfunctional families may create an atmosphere of stress and insecurity, leading to issues such as low self-esteem, poor concentration, and reduced motivation in adolescents. This emotional turbulence can manifest in the classroom, where students from dysfunctional families may struggle to keep up with their peers, exhibit

behavioral problems, or have difficulty forming healthy relationships with teachers and classmates.

In today's world, every parent holds aspirations for their adolescents to excel academically. Likewise, educational stakeholders, including teachers, communities, and governments, have invested significant time and resources to ensure adolescents' success in their educational pursuits. However, communities are not immune to imperfections and often face challenges such as alcoholism, substance abuse, and the subsequent social issues like divorce and separation that stem from them. Omare (2018) observed that these societal problems can shake the very foundation of families, exposing adolescents to severe psychological distress that adversely affects their academic performance. Adolescents from such families have nowhere else to turn to and must endure these difficult circumstances. In a related empirical study by Rezaei-Dehaghani et al. (2018), it was discovered that family dysfunction directly impacts adolescents' academic performance.

During adolescence, students face increased academic demands and social pressures. Those from dysfunctional families may lack the necessary emotional support to cope with these challenges, resulting in lower academic achievement. Research indicates that students from dysfunctional families are more likely to experience higher levels of absenteeism, lower grades, and a greater risk of dropping out of school. Parental warmth, a key feature of functional families, has been shown to significantly improve adolescents' emotional, social, and academic adjustment (Jirout et al., 2019). When parents provide a nurturing and supportive environment, adolescents are more likely to develop resilience, better stress management skills, and a positive attitude toward learning. In contrast, the absence of such an environment in dysfunctional

families can hinder students' ability to succeed academically, underscoring the critical role of family dynamics in shaping educational outcomes.

Academic performance, as measured by students' term grades (Abrantes & Casinillo, 2020), is shaped by various interrelated factors. Excessive alcohol consumption by either parents (Maeng, 2022) can lead to dysfunctional family dynamics, characterized by parental conflict, separation, or divorce (Ferguson, 2021). These disruptions within the family significantly affect students' academic outcomes (Wambua et al., 2021). Parental alcoholism, evidenced by role deviation and inadequate parenting (Tang et al., 2022), worsens these family disruptions. Concurrently, parental conflict, indicated by poor communication and lack of emotional support (Lee & Kim, 2022), further destabilizes the home environment. Ideally, parental involvement should support adolescents' educational journeys (Wambua et al., 2021), but it often diminishes under such adverse conditions.

The decline in resources controlled by parents as a result of separation and divorce over time further reduces the support available for adolescents' education (van Winkle Leopold, 2021). Students' motivation, defined as their persistent pursuit of educational goals despite obstacles (Krasniqi, 2023), is significantly challenged by these familial and resource-related issues. Students also often feel a sense of guilt following parental divorce or separation, which adds an emotional burden and impacts their academic performance (Krasniqi, 2023). Moreover, students' self-control, essential for staying focused on academic goals, is tested by the negative effects of family disruptions (Lobo & Lunkenheimer, 2020).

Changes in social interactions due to parental relational challenges affect students' behavior (Wambua et al., 2021). This study underscores the importance of student behavior, including aggression, delinquency, and discipline issues, which reflect their response to family

instability (Naimi et al., 2022). The parent-child relationship, crucial for modeling positive behavior, can either support or hinder adolescents' academic success depending on the level of conflict and support within the family (Wambua et al., 2021). In this context, secondary school students in Kiambu County potentially navigate their educational paths amidst these complex influences (Abrantes & Casinillo, 2020).

Empirical Literature Review

Parental Separation and Divorce on Students' Academic Performance

Resource Diminishing. Nilsen et al. (2020) investigated the correlation between resource availability and students' academic performance, particularly focusing on resource challenges faced by students from divorced or separated families. Conducted in Norway, the study utilized secondary data collected in 2012, involving 9166 teenagers. The research found that resource limitations significantly contribute to poor academic outcomes. Interestingly, it observed that parents with strong academic backgrounds might not necessarily face resource constraints, suggesting other factors influencing their adolescents' academic performance. However, these findings contrast with Abrantes and Casinillo's (2020) research, which concluded that family status, including economic status post-divorce or separation, doesn't necessarily affect academic programs. Notably, Nilsen et al.'s (2020) reliance on secondary data raises methodological concerns.

Agusiobo and Agukwe-Oluoma (2023) examined the relationship between academic outcomes of adolescents from divorced or separated parents facing resource constraints and their academic performance. Conducted in Nigeria, the study included 249 primary school pupils selected through simple random sampling. The research revealed that adolescents from divorced or separated families experienced a decline in academic performance, attributed to insufficient

resources such as school fees and textbooks essential for academic programs. This finding aligns with Julia's (2021) study. However, Agusiobo and Agukwe-Oluoma's (2023) focus on primary schools highlights a contextual gap in the study.

Wanjiru (2021) explored the impact of resource constraints on the academic outcomes of secondary school students from homes with divorced or separated parents in Kiambu County, Kenya. Through simple random sampling, 385 students participated in the study. The research revealed that reduced financial resources due to parental divorce and separation correlated with a decline in academic performance. Additionally, the study noted that while family structure may influence certain aspects of students' psychological well-being, such as self-acceptance, it may not directly affect their social relationships or academic achievements. This aligns with findings from Krasniqi's (2023) study, although Krasniqi's research focused on preschool adolescents. However, Wanjiru's (2021) study addressed resource constraints within the family structure, highlighting a conceptual gap.

Perceived Guiltiness. Kalmijn (2020) examined the correlation between feelings of guilt among adolescents and their academic performance. The longitudinal study, conducted in the Netherlands over two years, involved 3203 teenagers, including those from divorced parents and those whose parents remained married. The research established that adolescents from divorced or separated parents often carry a sense of guilt for their parents' breakup, which can negatively impact their academic outcomes compared to those from intact families. This finding was supported by Mortelmans (2020), although the latter study explored a broader spectrum, including families where parents were cohabiting, thus highlighting a conceptual gap in Kalmijn's (2020) study.

Balogun et al. (2023) examined the psychological repercussions of parental separation and divorce on students in Nigeria. Among the dimensions explored was the negative psychological impact of separation and divorce, which was found to hinder adolescents' academic progress. The study specifically recruited 100 students from single-parent families. It revealed that students whose parents had separated tended to show differences in academic performance compared to those from intact families. Notably, the study highlighted that a significant reason for the academic struggles of these adolescents was their belief that they contributed to their parents' separation and divorce. This conclusion aligns with the findings of Ijeoma et al. (2023), whose data collected from school counselors provided additional support to Balogun et al.'s (2023) perspective. However, a methodological gap is noted in Balogun et al.'s study as it focused exclusively on adolescents from single-parent homes.

Tubei and Koderö (2021) conducted a study in Uasin Gishu County, Kenya, aiming to understand the feeling of guilt expressed through negative emotions among adolescents and its impact on their academic outcomes. The research involved 122 teenagers from single-parent families and 159 teenagers from two-parent families, including those from divorced and separated families. Surprisingly, the study found no significant variations in the emotional well-being or academic performance between students from single-parent and two-parent households. This contrasts with the findings of Charo and Moroko (2023), who focused solely on adolescents from single-parent families in Nairobi and discovered that they tended to display indiscipline and underperform academically. However, Tubei and Koderö's (2021) study grouped all adolescents from single-parent families together without considering the reasons for singlehood, which could lead to a contextual gap. Additionally, the study's methodology may have limitations, as it did

not delve into the specific circumstances of single-parent households, potentially creating a methodological gap.

Adolescents Motivation. Parental separation or divorce can be detrimental to the educational outcomes of offspring. A study by Brand et al. (2021) examined the potential impact of parental separation and divorce on the academic progress of adolescents in the USA. The research focused on a comparison between whites and non-whites in the United States. The initial data for the study was gathered from a group of young individuals aged between 14 and 22 years in 1979. This longitudinal survey followed the same cohort of 6283 female respondents over a span of 33 years, from 1979 to 2012. By 2012, the respondents were aged between 47 and 54 and had become mothers to a total of 11,500 adolescents. Overall, the study revealed that both whites and non-whites experienced a deceleration in academic progress due to parental separation and divorce. It is important to note that the educational attainment of non-white adolescents was already low, which may have influenced the results for this group.

Furthermore, the study identified various factors contributing to declining grades in school, including disruptions in income flow. This alignment with Garriga and Pennoni's (2022) underscores their similar study in UK, which found that divorce had an adverse impact on adolescents' mental and cognitive development. This discovery is consistent with the outcomes of the research conducted by Leys et al. (2020) in the UK. However, the research by Brand et al. (2021) utilized historical secondary data obtained from the National Longitudinal Survey of Youth (NLSY) and the National Longitudinal Survey Child Mother (NLSCM). The present study examined the influence of dysfunctional families on students' academic performance by using primary data, thus ensuring that the information gathered is current and directly relevant to the research objectives.

The nexus between broken families, coping mechanisms, and academic outcomes has been the subject of ongoing academic inquiry. A study conducted by Lanozo et al. (2021), delved into the academic challenges and other survival-related concerns faced by students coming from broken families in Venezuela. This qualitative study was done during the peak of COVID-19 pandemic in Venezuela. The study objectives included establishing the positive experiences of students during the COVID-19 period, to explore the challenges the students encountered during covid19 pandemic and finally, establish the academic challenges the student went through during covid19 period. The researcher recruited 10 participating students aged between 15 years and 24 years. The guiding principle for picking students from the study was the students must have come from dysfunctional homes. The researcher used interpretative phenomenology for data analysis. The study established that students from broken homes experienced challenges related to their academic work.

On the flip side, the study established those students had developed some healthy coping mechanisms. Consequently, students from broken homes were more responsible, developed healthy relationships and were more resilient than their counterparts from healthy families. The study's results were corroborated by Zangmo and Wangruk's (2019) which demonstrated that students with divorced parents faced challenges in both their psychological well-being and academic advancement in Bhutan. However, the study did not determine whether these students' developed resilience. This observation is consistent with Andrew's (2019) findings Bangladesh, which suggested a notably adverse influence of parental divorce on students' academic performance. However, it's important to note that the research conducted by Barnd et al. (2021) took a qualitative approach. The current study aimed to complement their work by examining the impact of dysfunctional families on students' performance using quantitative data.

There is a direct correlation between family functionality, income level and the education of the girlchild. In a study conducted by Manwa (2019), the focus was on examining the influence of family functioning on the academic outcomes of pupils in Zimbabwe. This study in Zimbabwe adopted a descriptive case study design. The study used convenience sampling method to select 30 participating female university students from a total of 500 female students. The students who were from a public university located in Masvingo comprised students with varied marital status and were aged between 22 years and 35 years. The study established that female university's academic performance was impacted by the family structure.

Specifically, the study revealed that educated families supported the education of the girl child compared to non-educated families. Similarly, the study established that the economic wellbeing of the family was directly correlated to the education of female students. A comparable investigation carried out by Mustapha et al. (2020) in Nigeria validated that parental separation and divorce indeed have a detrimental effect on adolescents' academic performance. Similarly, the study conducted by Adofo (2021) in Ghana provided corroborating evidence of the same conclusion. The study by Manwa (2019) however revealed a contextual gap which was filled with the present study.

Self-Control. Aryani et al. (2023) investigated whether students from divorced or separated parents could achieve better academic performance through self-control. Conducted in Indonesia, the study involved 50 adolescent respondents. It found that higher levels of self-control correlated with improved academic performance. Additionally, these students developed self-resilience, aiding them in navigating the challenges associated with parental divorce and separation. This finding aligns with Daklallah's (2022) research on the importance of fostering academic resilience in students. However, the study also noted that building resilience depends

on various factors and is not exclusive to adolescents from dysfunctional families. Notably, Aryani et al. (2023) conceptualized self-control within the framework of self-reliance, highlighting a conceptual gap.

Ekeanya et al. (2023) conducted a study in Nigeria to explore the relationship between broken homes and the academic performance of teenagers. The research included 71 adolescents, with 39.44% being male and 60.56% being female. The study found no gender differences in the impact of divorce and separation on academic outcomes. Additionally, it revealed that adolescents from stable families tended to have better educational outcomes. These findings are supported by Miralles et al. (2021), who noted that broken homes not only negatively affect students' academic performance but also have lasting adverse effects into adulthood. However, Ekeanya et al.'s (2023) study focused on a broader concept of broken homes, raising a conceptual gap.

Ndehi (2022) explored the impact of self-control on the academic performance of secondary school students from homes with separated and divorced parents in Nairobi County, Kenya. Employing a simple random sampling method, the study included 398 Form 3 and Form 4 students who provided quantitative data. Additionally, a purposive sampling approach was used to select 30 respondents, comprising 10 parents, 10 students, and 10 teachers, who provided qualitative insights. The research revealed that students with higher levels of self-control demonstrated better academic performance compared to their peers with lower self-control. Furthermore, parental conflict was identified as a factor that weakened students' resilience and contributed to social identity issues, ultimately leading to the manifestation of antisocial behavior and subsequent academic underachievement. These findings are supported by Kangovio (2020), who highlighted the importance of students' personality and psychological well-being in coping

with parental conflict, separation, and divorce. Notably, the inclusion of parents in the study raises a methodological gap.

Social Interaction. The social progress of adolescents from broken families was found to be influenced by the experience of family fragmentation. Noviandari et al. (2021) sought to establish dysfunctional families' impact of adolescents' social interaction in Indonesia. This was a phenomenological study in which the researcher used both interview and observation methods to arrive at conclusions. The study was done in a school in Indonesia and the respondents included class six students, their teachers and school counsellors. Some of the recurring themes from the qualitative study include broken homes, poverty, juvenile delinquency, communication problems, and poverty, among others. Accompanying the highlighted problems are the academic problems adolescents from broken homes go through. As conflict persists, adolescents endure long days of absenteeism from schools due to financial constraints, and when they manage to attend schools, they don't pay attention to during class lessons.

Sbarra et al. (2019) arrived at a parallel finding in Argentina, demonstrating that parental divorce can lead to students' poor academic performance. The study also established a connection between these factors and the diminished academic performance among students. A comparable observation was noted by Sumari et al. (2010) in their study in Malaysia which highlighted that adolescents' academic progress was hindered by parental relationship issues, separation, and parental divorce. The present study, focusing on the effects of dysfunctional families on students' academic performance, contributes significantly to the existing knowledge. Its distinctive value lies in its contextualization within Kenya, thereby addressing a specific gap in understanding within this geographical context.

Divorce and separation have detrimental impact on adolescents' academic performance. In their study, Mustapha and Odediran (2019) explored the ways in which divorce influences the self-image of adolescent pupils in Nigeria. Grounded in attachment theory, the research proposed that parental divorce significantly influences teenagers' self-esteem due to the caring environment provided by parents for physical growth and values transmission. The study adopted a descriptive research approach and considered several independent factors, including parental separation, respondents' gender and age, and the schools they attended. The findings of the study indicated that parental separation had a significant impact on adolescents' academic achievement. Likewise, a study carried out by Issah (2019) in Ghana affirmed that divorce has an adverse impact on adolescents' self-image, which is manifested in lower academic performance. Similarly, in a longitudinal study conducted by Bago (2022) in Uganda, similar outcomes were confirmed, reinforcing the notion of the negative consequences of divorce on adolescents' self-perception and academic achievements. However, the study by Adeniji (2020) was primarily focused on investigating the impact of parental divorce on teenagers' self-esteem, leaving a conceptual gap in terms of exploring other aspects. The present study sought to bridge this gap by examining the impact of family dysfunction on academic performance. Rather than solely focusing on the influence of divorce, the current research aims to explore how broader family dysfunction affects the educational achievements of students.

Divorce and separation have a direct bearing on the social wellbeing of their adolescents. In a study conducted by Wambua et al. (2021), the focus was on examining the psychosocial effects of parental divorce and separation in Kenya. The study was done in Kajiado County, Kenya among school counselors and form two students from Kajiado North Subcounty. The Subcounty was selected by the researcher as it borders Nairobi

County and shares some common population characteristics, among them high rate of marital separation and divorce, which the research considered as a prerequisite for the study. The researcher determined data size through Stein's method while the respondents were recruited through purposive sampling method. The study established that an increase in divorce and marital separation was inversely proportional to psychosocial well-being of young people. These findings contrast with the conclusions of Amone-P'Olak and Letswai (2020) among students in Botswana who found that parental separation did not have a significant impact on adolescents' academic performance, although it did affect their psychological well-being, with the psychological impact increasing with age.

However, this contradicts the results of Crespin-Boucaud and Hotte (2021), who, in a similar study in Senegal, confirmed that adolescents' academic advancement was indeed disrupted by parental separation and divorce. The study by Wambua et al. (2021) has yielded valuable findings that can serve as a guiding framework for the current research endeavor. These findings offer valuable insights and guidance for the current study, enabling a more informed and effective investigation of the research topic. The present study, which focused on examining the influence of dysfunctional families on academic performance, contributes additional knowledge that complements the findings.

Parental Alcoholism and Students' Academic Performance

Parental Involvement. There is a direct link between parental alcoholism and adolescents' academic progress. In a study carried out by Raitasalo et al. (2020b), the researchers examined the level of academic achievement among adolescents with alcoholic parents in Finland and Denmark. The study sought to compare academic success of Finish and Danish adolescents with alcoholic adolescents and to establish the nexus between the academic success

and parental alcoholism because alcoholic parents largely lose control of their parental role. The longitudinal study involved adolescents born in 1991 together with their biological parents and their progress followed for 21 years. The study established adolescents born by alcoholic parents were more likely to have not cleared their secondary school education by age 21, compared to adolescents with nonalcoholic parents. Comparatively, the study noted adolescents in Denmark fared worse than Finland, regardless of whether of the sex of the parent who abused alcohol. The compressive study has confirmed alcoholic parentage leads to academic difficulties across borders.

A longitudinal study was conducted to examine the effects of parental alcohol abuse on adolescents' well-being over an extended period. The findings of this study revealed that regardless of whether parents were moderate or heavy drinkers, adolescents raised in such environments consistently experienced psychological problems. Furthermore, the study indicated that adolescents raised by parents who consumed alcohol also exhibited behavioral issues, with the impact being more pronounced when the mother was the primary culprit. The results of this study find support in the research conducted by Valente et al. (2019), who also focused on a similar topic and concluded that parental alcoholism was a predictor of lower academic performance in Brazil. Likewise, in their research conducted in Brazil, Conegundes et al. (2020) corroborated these findings in their own study. As a result, the current study investigated the influence of dysfunctional family dynamics on students' academic performance, thereby enhancing our understanding of the broader implications of these findings.

Adolescents from homes with alcoholic parents had mental problems and tended to post low academic results. Omkarappa and Retala (2019) explored the psychological problems encountered by adolescents living with alcohol abusing parents in India so that such parents lose

control their parental role. The cross-sectional study design was done in Bangalore, India. The sample size therefore was reduced to 100 adolescents from homes with alcoholic parents and 100 adolescents from homes with nonalcoholic parents selected through simple random sampling. The study established that adolescents with alcoholic parents had various mental problems, and obsessive-compulsive challenges. The study emphasized the importance of early detection in identifying psychological problems among adolescents, as delayed detection can potentially expose them to future dangers. It effectively highlighted the risks that adolescents face when raised by parents struggling with alcoholism. The results of this study align with the research conducted by Şen-Aslan (202) in Indonesia which demonstrated that alcoholism was notably prevalent among university students who came from households with alcohol-abusing parents. These students tended to exhibit poorer academic performance compared to their non-alcohol-abusing counterparts. Similarly, the findings of Zuquette et al. among students in Brazil (2019) support this trend, as they observed that alcoholism was a significant issue among teenage students, negatively affecting their academic achievements. To further enhance our understanding, a complementary investigation on the impact of dysfunctional family dynamics was conducted in Kenya. This contextual study provided additional insights to supplement the research.

Mwarari et al. (2020) conducted a study to verify the impact of parental involvement on the academic outcomes of their adolescents, particularly within the context of the implementation of a new syllabus in Kenya. The research involved 335 participating parents with school-going adolescents in Kenya. It found that parental involvement contributed to the improved performance of secondary school students in Kenya. This conclusion was supported by the results of Oranga et al. (2022). However, the study's focus on parental contribution in the

implementation of the new syllabus raises both contextual and conceptual gaps. Additionally, the utilization of descriptive statistics to derive findings raises a methodological gap.

Parental Role Deviation. Offspring of individuals with a background of substance and alcohol misuse tend to develop their own patterns of substance and alcohol misuse, subsequently leading to adverse effects on their academic performance. Tetteh et al. (2020) investigated the relationship of dysfunctional families on student behavior and their academic performance in Ghana. The study noted that students coming from homes where parents smoked marijuana were predisposed to abuse alcohol which was detrimental to their academic performance. According to data collected in 2012, the pupils who participated were between the ages of 13 and 17. The study established the Ghanaian marijuana prevalence rate at 3.4 percent, which compares favorably with the 15.6 percent marijuana prevalence rate in sub-Saharan Africa. Moreover, the study substantiated a significant and positive association between students who engaged in marijuana abuse and experiencing parental abuse.

Additionally, the research established that marijuana use among students predicted a decline in academic performance. Furthermore, the study unveiled that students who used marijuana had a higher vulnerability to experiencing suicidal tendencies when compared to their peers who did not use marijuana. This observation was substantiated by the research conducted by Shibiru et al. (2023) in Ethiopia among secondary school students which affirmed that parental alcoholism served as a predictor of subpar academic performance. A similar study conducted by Rochat et al. (2019) among students in South Africa arrived at parallel conclusions, reinforcing the link between parental alcoholism and academic underachievement. Consequently, this study contributed valuable insights from a Kenyan perspective to the existing knowledge regarding the impact of dysfunctional family dynamics on students' academic performance.

Choge and Edabu (2023) explored the relationship between parental involvement and adolescents' academic outcomes in Uasin Gishu County, Kenya, involving both students and their teachers. The study included 137 participating parents and teachers and established that parental involvement had a positive impact on students' academic performance. Specifically, parental communication was identified as a significant predictor of adolescents' academic outcomes. These findings appear to contrast with the results of Ngangi (2023), which suggested that family involvement may not have a significant influence on students' academic performance, with the type of school they attend being a more relevant factor. It's worth noting that Choge and Edabu's (2023) study involved teachers as respondents, potentially introducing a contextual gap and methodological gap in comparison to Ngangi's (2023) study.

Parent-Adolescent Relationship. Li et al. (2020) sought to elucidate the connection between academic outcomes and parent-child relationships. Conducted in China, the study involved 465 college students and found that the quality of the parent-child relationship has a significant and positive impact on academic performance. Additionally, the research identified that students' psychological health and overall life attitude mediate this relationship. These findings are corroborated by Wang (2021), who investigated whether the relationship between fathers and their adolescents influence academic performance and arrived at a similar conclusion. While Wang's study focused on mediation, highlighting a conceptual gap, both studies involved college students, indicating a contextual gap.

Adetutu and Adebayo (2021) investigated the nexus between parent-child relationships and adolescents' academic performance in Nigeria, involving 1993 students. The study noted a significant correlation between parent-student relationships and academic performance. It also established that stronger family cohesion is linked to better academic outcomes. Additionally, the

presence of a father in the family was associated with improved academic performance, as was the presence of a mother. Furthermore, the study demonstrated that the manner in which discipline is enforced within the family influences students' academic success. Offordile et al. (2020) supported these findings, noting that effective communication between parents and adolescents enhances academic outcomes. While Adetutu and Adebayo (2021) focused on specific parental influences, Offordile et al (2020) explored broader environmental issues affecting academic performance, highlighting a conceptual gap.

Awino et al. (2022) examined how the parent-child relationship influences the academic well-being of students in Nakuru County, Kenya. The research involved 357 secondary school students, teachers, parents, and local chiefs. It was found that the quality of the parent-child relationship significantly influences adolescents' educational outcomes. Specifically, the study revealed that single parents tend to have poorer relationships with their adolescents compared to parents who live together. Moreover, it was observed that students from single-parent households often experience academic challenges due to their parents' inability to meet their material needs and financial obligations, such as paying school fees. These findings were corroborated by Karanja (2022). However, a methodological gap is noted in Awino et al.'s (2022) study, as it focused exclusively on students from single-parent households and included respondents beyond students and teachers, such as parents and local chiefs.

Family Disruption. Wami et al. (2021) aimed to determine the correlation between family stability and academic performance among secondary school students in Nigeria. The study, which involved 195 students selected through proportional sampling and simple random sampling techniques, revealed that family disruption negatively affects the academic performance of secondary school students. This impact is attributed to the uncertainty of

students' school attendance due to family disruptions. Additionally, even if students manage to attend school, they may lack the psychological readiness to engage effectively in lessons. These findings were supported by Lasisi et al. (2024), who investigated the influence of family disruption specifically on students' mathematics performance. Notably, Wami et al.'s (2021) study contextualized family violence within a broader framework, thus highlighting a conceptual gap.

Parenting Adequacy. There is a significant and inverse relationship between alcohol abuse on the mental and psychological wellbeing of their adolescents. In a study conducted in Finland by Raitasalo et al. (2019), the focus was on investigating the impact of alcohol abuse by parents on their adolescents in Finland. The study compared the mental sicknesses and behavioral problems effect for adolescents born with non-alcoholic parents, moderate alcoholic parents and severe alcoholic abusing parents. This was a censor's study involving adolescents born in 1997. The primary data was obtained from the Finland's Medical Birth Register's office which was supplemented by other data from relevant offices which were used to authenticate issues like the parentage of the child, and the details of adolescents had died prior to the study. Other data, especially from hospitals, was used to authenticate whether parents had alcohol problems while data from clinical psychologists helped trace adolescents with mental and psychosocial problems. The data was thereafter cleaned by removing adolescents who had passed away and adopted adolescents. The research findings revealed that adolescents who were brought up by parents who engaged in alcohol abuse experienced psychological difficulties, irrespective of whether the parents were moderate or heavy drinkers. Additionally, the study demonstrated that adolescents raised by parents who consumed alcohol exhibited behavioral issues, with a greater impact when the mother was the primary offender. The outcomes of the

study align with the conclusions of Freire et al. (2020), whose research in Brazil among medical students demonstrated that parental alcoholism had an adverse effect on the academic advancement of their adolescents. These results were further corroborated by D'Aniello et al. (2021) in a study conducted among students in the USA and found that at the college level, students originating from households with alcoholic parents were more likely to develop alcohol-related issues themselves, thus impeding their academic progress.

Parental alcoholism was a significant predictor of students' underachievement in academics. A study conducted by Njoroge and Mwenje (2020) examined the relationship between parental alcoholism and its effects on the academic performance of adolescents in Kenya. This research, conducted in Muranga County, drew upon Albert Bandura's (1978) Social Learning Theory. The study utilized a mixed method design and employed convenience sampling to select 63 form two and three students from four government day mixed secondary schools in Kandara Sub-County. The selection of schools for participation in the study was based on purposive sampling, specifically targeting schools with grades averaging D+ and below. Informant interviews were also conducted, involving teachers, government officials, and pastors. The findings of the study indicated that parental alcoholism significantly hindered the academic performance of secondary school students in Kandara Sub-County. This study bears notable resemblances to the current research, as both investigations center on the same geographical areas and examine the consequences of parental alcoholism on students' academic performance.

The findings of Njoroge and Mwenje (2020) are further supported by the research conducted by Jokinen et al. (2021) in South Africa. In their study, Jkinen et al. (2021) compared the academic outcomes of students in lower-income backgrounds and found that parental alcoholism was a predictive factor for students developing alcohol-related problems, which in

turn led to a decline in academic performance. Similarly, Claude and Cyprien (2022), in their research among primary school students in Rwanda, arrived at identical conclusions. The findings obtained are akin to those by Osonuga et al. (2020) in Nigeria. Additionally, a study conducted by Maxwell et al. (2021) in Rwanda among university students yielded similar results. The present study aimed to contribute to our understanding by offering additional perspectives and insights into the challenges that students from dysfunctional families face in terms of their academic performance.

The presence of parental alcoholism and family dysfunction directly influences the onset of adolescent alcoholism and, consequently, results in lower academic achievement. Kamanderi et al. (2020) studied the linkage between parenting style and primary school pupils in Kenya. The independent variables considered by the researcher include home environment, school environment and parenting style. The study cross-sectional study design sampled the different regions in Kenya. Additionally, the researcher utilized simple random sampling to choose schools and recruit pupils from classes 5 to 8 for the study. The findings revealed that 7.2 percent of primary school pupils were engaged in alcohol abuse. The study also established that adolescents living with both parents were not likely to engage in alcoholism, compared to those living with single parents or surrogate parents such as grandmothers. Within the same framework, the study revealed that having an alcoholic parent was a predictor of an alcoholic teenager. In a parallel vein, the study also identified that negative parenting styles played a role in predicting whether adolescents would develop alcohol-related issues. This extensive research, encompassing the entire country, has demonstrated the prevalence of alcoholism among primary school students. This study aimed to offer new perspectives on the influence of dysfunctional family dynamics on students' academic performance, with a specific focus on Juja Sub-County in

Kiambu County. By concentrating on a localized region, this study provided insights that are distinct from the nationwide research.

Parental Conflicts and Students' Academic Performance

Communication. Tan et al. (2020) investigated the relationship between parental involvement and adolescents' academic outcomes in the USA through a qualitative study synthesizing 98 journals and articles. The study found that adolescents whose parents actively engaged in activities to improve their academic performance achieved superior results. Additionally, parents who followed up on homework according to teachers' remarks also helped their adolescents attain better performance. The study highlighted that while basic parental involvement is universally beneficial, the educational background of parents can particularly enhance student achievement in language skills. These findings align with Wilder (2023), who found that except for a weak relationship when parents assisted with homework, overall collaboration between parents and teachers improved adolescents' academic performance. The reliance on qualitative methods in Tan et al.'s (2020) study indicates a methodological gap.

Seni and Onyango (2021) investigated the impact of parental communication on students' academic performance in Tanzania, involving 88 students selected through simple random sampling. The study revealed that effective communication between parents and adolescents significantly enhanced academic performance. However, it also noted that parenting was adversely affected by insufficient communication between parents and adolescents, compounded by irregular communication between parents and teachers. This lack of communication hindered parents from obtaining adequate information about their adolescents' school performance. These findings are supported by Yiki (2024), whose study in Uganda demonstrated that collaboration between teachers and parents improved students' academic performance. Yiki's (2024) research

also highlighted the positive influence of parental communication on academic outcomes.

However, Seni and Onyango's (2021) use of descriptive statistics suggest a methodological gap in their study.

Omariba (2022) investigated whether collaboration between parents and teachers improves student performance, particularly within the context of implementing Kenya's new syllabus. The study found that increased parental involvement in educational programs and collaboration with teachers led to better student performance. These results are consistent with those of Simweleba and Serpell (2020), who observed similar improvements in primary school students' performance in Mathematics and Mother Tongue in Zambia. Omariba's study, conducted during the rollout of Kenya's new syllabus, highlights both contextual and conceptual gaps. Additionally, the use of secondary data to draw conclusions points to a methodological gap.

Collaboration of Spouses. A mutually supportive parental relationship, coupled with active academic support for their adolescents, played a pivotal role in helping adolescents attain higher academic standards. Şengönül (2022) conducted a study examining the contribution of uncommitted parents to adolescents' indiscipline in school in Turkey. The researcher also explored whether socioeconomic status plays a mediating role in the relationship between parental involvement and academic success. The findings of the study indicated that parental involvement significantly predicted adolescents' success in primary and secondary school education. Specifically, the study highlighted that when parents set higher academic goals for their adolescents and provide the necessary support to achieve those goals, adolescents are more likely to attain high levels of educational achievement. Moreover, the study revealed that the socioeconomic status of parents moderates the link between parental involvement and academic

outcomes. While families with lower socioeconomic status face evident disadvantages, the study proposed that adolescents from such backgrounds could still receive parental support to fulfill their academic ambitions. The findings of this study were reinforced by the research conducted by Said and Hussain (2022) among secondary school students in Pakistan, which confirmed that parental conflict had an adverse effect on student performance. Similarly, Sahito and Vaisanen (2020) in a study involving teachers, students and parents arrived at a comparable conclusion in their study, demonstrating that parental conflict indeed had a negative impact on academic performance. Overall, the study by Şengönül (2022) provided valuable insights into the relationship between parental involvement, socioeconomic status, and adolescents' academic success. The present study investigated the influence of dysfunctional on academic performance from Kenyan context.

Vuong et al. (2021) investigated the role of parents in fostering a conducive environment and nurturing healthy studying habits among 4966 Vietnamese secondary school students. This longitudinal study, conducted over two years in three phases, found that when both mothers and fathers are involved in encouraging their adolescents to develop a reading culture, it significantly benefits the adolescents' academic outcomes. This involvement is particularly effective during the formative years when parents read to their adolescents, and later, as adolescents grow, by encouraging them to select and take ownership of their books and reading habits. These findings align with Poon (2020), who found that parental support enhances academic performance regardless of economic background. Vuong et al.'s use of a longitudinal study design indicates a methodological gap.

Cooperation in the family. Adolescents' academic performance thrives when parental conflict is absent, and parents collaborate to create a supportive environment and provide the

necessary resources for their adolescents' academic success. Mante et al. (2021) evaluated the impact of marital conflict on academic performance among students in Kwabre, Ghana. Epstein's (1970-1980s) idea on the impact of family on academic achievement served as the study's foundation. A quantitative study design with both correlational and descriptive data was used. Convenience sampling and simple random selection methods were employed to choose successful schools, while purposive sampling was utilized to find participating students. The study revealed parents performed dismally in far as creating a conducive atmosphere for learning at home, providing financial resources to purchase the necessary academic materials and helping on supervising their adolescents' academic progress.

The outcomes of the study mirrored the findings obtained by Nkirote and Marima (2016), in conducted among secondary school students who demonstrated that parental involvement was a predictor of student outcomes. These results are in line with another study conducted by Hassan (2017) among students in Tanzania which yielded similar findings. The extensive study by Mante et al. (2021) examined the role of parental support in students' academic endeavors. In line with this, the present study aimed at enhancing our understanding by investigating the impact of dysfunctional families on academic performance. By exploring this specific aspect, the research provided valuable insights into how family dynamics can shape students' educational outcomes.

Adolescents' academic performance is significantly influenced by the positive engagement of parents with their adolescents' teachers regarding their academic progress. Mwase et al. (2020) did research on the impact of parental involvement in their adolescents' schooling. The quantitative study took place in Zimbabwe. The study specifically interrogated the involvement of parents in dealing with issues accruing from their adolescents' indiscipline

and handling conflicts which would arise from such behaviors. The narrative study design was grounded on the influence theory which was espoused by Epstein (2009). The study involved parents, teachers and school administrators who selected using purposive sampling method. The study established parents were involved in the running of schools through Parents Teachers Association (PTA). The study also established that schools opened various communication channels, including social media platforms though parents complained the schools were not clearly communicating. Further to that, the study noted the discussions in schools were more inclined towards academics rather than discipline, thus limiting the extent to which parents could discipline their adolescents. The study also established parents and teachers conflicted on various issues including the inability of some parents to clear school fees while at the same time being required to work with teachers to resolve indiscipline issues. The study delved into the diverse challenges that contribute to conflicts between parents and teachers in Zimbabwe regarding student discipline.

The conclusions drawn from the study were supported by the research outcomes of Wami et al. (2021), who highlighted that the relationship between parents had a direct impact on a child's academic performance. Similarly, a similar outcome was observed in the study conducted by Olatunji and Idemudia (2021) in a study in Nigeria involving secondary school students. Building upon this research, the present study aimed at providing further insights by investigating the influence of family dysfunction on academic performance from a Kenyan perspective.

Emotional Support. Parental conflict can potentially diminish the resilience and ability to cope with academic demands in adolescents as they pursue higher education away from home, where they experience increased independence and reduced direct supervision. Bergmann et al.

(2019) explored the possible causes of academic stress German university medical students went through in their academic journey. This was a qualitative study in which the researcher adopted convenience sampling method. The study collected formed eight (8) focus groups who were engaged in the study for approximately two years from 2013 to 2015. The study used conventional data analysis method to arrive at conclusions which also involved the use of the five big personality model. The themes which emerged from the study include living for the first time in the hostels without the family members and unexpected competition from other medical of students which meant some of them meant some of them lost favorite class performance position. The nature of the family also emerged as one of the themes in the study. Due to high competition, some of them lost their social life since failure in any unit in the German schools meant total expulsion from medical school. The study therefore established the demands put on German medical students stretched them emotionally and psychologically which in some cases made them to adopted unhealthy coping habits.

This finding aligns with the conclusions drawn by Rattenborg and McPhee (2018) in a study done among university students which established that parental conflict had a negative impact on students' outcomes. The study's validity was further confirmed by the research conducted by Józsa and Barrett (2019) among students in Hungary. The study by Bergmann et al. (2019) established medical schools' students admitted in German medical schools' high degree of conscientiousness, meaning they were predisposed to high level of stress. The study also revealed students from dysfunctional homes experienced poor academic performance. Building upon the research conducted in Germany, the present study investigated the influence of dysfunctional family dynamics on academic performance. Specifically, it focused on secondary school students in Kiambu County, Kenya.

Parental conflict significantly affects adolescents' self-confidence and resilience, consequently leading to a decline in their academic performance. Mauki et al. (2018) explored the effect of conflict between parents on the ability of students to succeed in academic work. This was a mixed study method. The study took place in Ruiru Sub-County, Kiambu County, Kenya, was grounded on two theories family systems system (Bowen, 1950-1960s) and resilient theory (Werner, 1970). The study purposively chose from students and guidance and counseling teachers as respondents in the study. The study established parental conflicts which interfered with the academic performance of their adolescents, which in accordance to Selgman's theory made adolescents develop some degree of helplessness. The study also established that adolescents in Ruiru transferred the acquired helplessness attitude to their academic work. Consequently, the study noted that adolescents in Ruiru Sub-County did not persist in their academic work. This discovery echoes the conclusions drawn by Zaki et al. (2022) in a study done among Egyptian University students, which established that adolescent behavior is significantly influenced by parental relationships. These findings align with the results obtained in the study conducted by Maina and Kitainga (2018). The study conducted in Kiambu County by Mauki et al. (2018) exhibit similarities to the present study; however, the current study aimed to expand on those findings by investigating the additional influence of parental alcoholism on students' academic performance.

Gachenia and Mwenje (2020) examined how emotional support, particularly through counseling, influences student performance. Conducted in Kenya with 80 students, the study utilized purposive sampling to select respondents. Results showed that counseling had a significant and direct impact on students' academic performance. This finding aligns with a study by Bester and Kuyper (2020), which compared academic performance improvements between

schools in poor and middle-class neighborhoods, finding positive outcomes in both cases.

However, Gachenia and Mwenje's use of purposive sampling raises a methodological gap.

Resolving Problems. There is a direct correlation between parental conflict and adolescents' poor academic standard. Albulescu et al. (2023) conducted a study among primary school students to investigate the relationship between parenting conflict and the academic performance among primary school pupils. This descriptive study took place in Romania and included a diverse sample from both rural and urban primary schools. The researchers employed a convenience sampling method, encouraging participating pupils to volunteer for the study. The study considered several independent variables, including positive parenting style, incoherent discipline, and poor academic supervision. Additionally, the researchers examined assessment test anxiety as a mediating variable. The findings of the study revealed that parental conflict had a negative impact on academic performance. Moreover, the study emphasized the crucial role of various stakeholders, such as parents and counselors, in addressing educational issues stemming from domestic conflict within the Romanian context.

This discovery aligns with the conclusions drawn by Lara and Saracosti (2019), whose research among secondary school students in Chile demonstrated that parental factors predicted academic performance. Similarly, the work of Yang et al. (2022) among students in China confirmed that parental influences had a detrimental impact on adolescents' academic achievements. While Albulescu et al. (2023) findings contribute significantly to the existing body of research, it is important to note a few limitations. The current study explored the effects of dysfunctional family dynamics on students' academic performance, in Kenya. As a result, it produced contextually relevant information that can be compared to the findings of Albulescu et

al. (2023), who conducted a similar study in Romania. This comparative analysis contributed to a broader understanding of the topic across different cultural and geographical contexts.

Parental conflict directly influences their adolescents' academic performance.

Ndayambaje et al. (2020) investigated the impact of domestic abuse on adolescents' academic performance in Rwanda. The study in Rwanda was driven by two objectives (1) to establish the determinants of family conflict and (2) to understand how family conflicts impact education of school-going adolescents. The case study design used convenience sampling method to select 10 respondents which was equally distributed between male and female gender. The researcher collected data guided by open-ended questionnaires and the resultant data were analyzed through thematic analysis. The emerging themes included domestic life and family relationships, excess liquor uptake, poor communication, mishandling of family properties, abusive family relationships, marital infidelity and marital partner sexual relationships. The study established marital conflict interfered with adolescents' education.

The study observed that when parents engage in conflicts and use inappropriate language in front of their adolescents, it has a detrimental impact on the emotional and psychological well-being of school-going adolescents. This, in turn, leads to a reduction in their attention span during classroom activities. This discovery aligns with the conclusions reached Okeke and Anierobi, (2020), whose research conducted among students in Nigeria indicated that family conflicts had a detrimental impact on students' outcomes. This is in line with the outcomes of Eyiah-Bediako et al. (2021) in a study among students in Ghana, reinforcing the notion that family disputes indeed exert a negative influence on students' academic performance. The study was conducted using a qualitative approach, providing valuable insights into this phenomenon.

The present study aims to complement these findings by investigating the influence of dysfunctional family dynamics on students' academic performance.

The role of Student's Behavior in the Relationship between Dysfunctional Family and Student Academic Performance

Adolescents' own attitude, even in the face of challenging family dynamics, can be a driving force behind their academic success. Delfino (2019) explored the contribution of students' behavior to their class performance in the Philippines. The study which was commissioned in Partido University in the Philippines used descriptive-correlational study design to arrive at conclusions. The study selected participating students from the university guided by purposive sampling method. To collect data from respondents, the survey method and focus group talks were used. The study established cognitive, behavioral and emotional engagement directly and predicted the likelihood of students succeeding in their exams. As far as behavioral engagement was concerned, the study established most of the students worked hard to improve their academic performance even though they shied away from participating in small group activities. As far as cognitive dimension was concerned, the study established students integrated what they learned in class into their daily life even though they did not make use of internet and new technology to interact with their lecturers. Regarding emotional engagement, the study found that most students displayed enjoyment in their class lessons, actively engaging with their instructors and peers through lively discussions. While the study offered valuable insights, it is worth noting that it was carried out in the Philippines.

A comparable study conducted by Buzzai et al. (2021) found that a positive school environment equipped students with resilience against the negative impacts of dysfunctional families. This outcome parallels the findings of Wallace et al. (2022) who did a similar study in

the USA to establish whether student behavior helped improve their outcome respective of their home background. Therefore, conducting a study on the impact of dysfunctional families on academic performance from a Kenyan perspective offers significant findings specific to the Kenyan context.

Student indiscipline can contribute to their poor academic performance, even in cases where they come from homes free of parental conflict. Said et al. (2018) did a study on the student indiscipline and secondary school students' performance in Pakistan. The researcher used a purposive sampling method, which was guided by students' performance, with the students assigned proportionately across three performance classes which entailed poor performance, average performance and exceptional performance. This was a mixed study, where data was collected both from teachers and students. The descriptive study showed student performance was impacted by student indiscipline. The study has revealed a significant association between student indiscipline and poor academic performance, providing valuable insights. While the study offered valuable insights, it's worth noting that it was carried out in the Philippines. A comparable study conducted by Buzzai et al. (2022) done among Italian students found that a positive school environment equipped students with resilience against the negative impacts of dysfunctional families. This outcome parallels the findings of Filippello et al. (2021) in a study done among students, parents, and their teachers in Italy. These findings were further complemented by the study's investigation into the influence of dysfunctional families on students' academic performance, with a specific focus on the Kenyan context.

Students' learning approaches can contribute to achieving better academic outcomes, even when they come from homes marked by parental conflict. Tokan and Imakulata (2019) studied the nexus between learning behavior on academic success among students in Indonesia.

The correlational study, which was done in Indonesia included intrinsic learning behavior, the extrinsic learning behavior and learning behavior as independent variable while academic success was the dependent variable. The stratified sample approach was utilized to choose students in the 2014-2015 academic year based on semester, and data was collected using a Likert scale instrument. The study found that learning behavior directly and positively reinforced academic success. Specifically, the study established that extrinsic learning behavior significantly and positively affected academic success among Nusa Cendana university students, Indonesia. As such, the study recommended that meaning should be reinforced through programs such as counseling, spiritual support, guidance and counseling, mentoring and providing learning equipment should continue in the university. Similarly, the study revealed that intrinsic learning behavior has a direct and significant impact on academic success.

Deng et al. (2022) discovered analogous results in a study done in Pakistan, affirming that dysfunctional family dynamics have a bearing on academic performance. However, they highlighted the potential for mitigating the connection between students' outcomes and dysfunctional family environments through interventions like counseling and motivational initiatives. These conclusions are reinforced in the work of Badri and Yunus (2022), who revealed in a study done among Malaysian students that student behavior plays a mediating role in the association between dysfunctional family circumstances and academic achievements.

Students' self-drive serves as a predictive factor for academic performance, irrespective of the presence of parental conflict at home. Dagogo (2020) did a study to establish the impact of student motivation and learning behavior. The study, which was done in Rivers State, Nigeria, proposed the intrinsic drive by students for learning, the learning environment set by the community and government and personal attributes as issues, which would lead to students'

academic success. The researcher employed a simple random sampling method to recruit students, teachers and counselors from the purposively selected two (2) schools in River State. The descriptive analysis result established student motivation positively and significantly influenced the learners' academic success. The results of the study will undoubtedly offer valuable insights for academic stakeholders in River State, Nigeria. The results align with Omae et al. (2018) findings, which was done in Wajir County, Kenya, substantiating the connection between learners' motivation and their academic outcomes. This correlation also corroborated by the research of Dube (2021) in a study conducted in Zimbabwe among secondary school students. These findings were compared with the research conducted on the influence of dysfunctional family on students' enrollment, specifically within the Kenyan context.

The level of student discipline directly influences academic outcomes, regardless of their parental relationship status. Innocent and Andala (2021) studied the nexus between student behavior and class performance in Rwanda. The researcher employed both simple random sampling technique and stratified sampling method to recruit participating students. The variables examined in the study encompassed several aspects, including investigating the correlation between adherence to set rules and regulations and academic performance, exploring the relationship between adherence to school rules and class participation, examining the connection between adherence to set school rules and class transition rate, and comparing the impact of students serving punishments on their academic performance standards. The researcher employed a correlation research study design to ascertain the connection between variables. The investigation revealed a significant and positive correlation between student discipline and class performance. This finding aligns with the work of Scripa (2022), who in a similar study conducted in Kenya established determination would help students overcome adverse situations

to achieve academic success. Similarly, Ajayi, et al. (2019) arrived at analogous conclusions in their study.

A comprehensive analysis was facilitated by collecting both quantitative and qualitative data. The results indicated that corporal punishment served as a deterrent for students displaying criminal tendencies. This observation aligns with the findings of Nsubuga (2023) in a study conducted in Uganda, which revealed a direct connection between student discipline and academic performance. This study was further supported by similar results from Mutale and Kalinde (2021), a research project conducted in Zambia. However, to address an existing gap in our understanding, the current study shifted its focus to examine the impact of family dysfunction on student enrollment.

The close working relationship between teachers and students helps in improving students' academic outcome irrespective of whether there is conflict between parents. Kariuki and Mbugua (2018) conducted a study with the aim of investigating whether academic performance improved when students were motivated by their teachers in Kenya. The study which was conducted in central Kenya examined the impact of teacher-student relations on academic output in Kirinyaga and Nyeri counties, assessed whether academic targets set by teachers influenced students' academic results, and explored whether performance incentives had a positive effect on student performance. A descriptive survey approach was used in the study, with stratified sampling method used to choose schools, purposive sampling used to pick teachers, and simple random selection used to select participating adolescents.

The findings revealed that a positive teacher-student relationship was associated with increased motivation and improved exam results among students. The study also established that academic performance increased when teachers motivated students, through incentive programs

such as public praise and giving of actual gifts. Lastly, the study established that students strived to improve their grades as set and guided by teachers. The outcome aligns with the conclusions of Rabo (2022) in a study done in Nigeria who demonstrated that teacher motivation through discipline enforcement contributes to student achievement, regardless of their background in dysfunctional families. This discovery is further corroborated by the research of Adika (2020) which was done among students from Homabay County, Kenya. Although the findings of the study by Kariuki and Mbugua (2018) are applicable and meaningful within the context of Juja Sub-County, Kiambu, the specific focus of the study in Juja is to investigate how parental dysfunction affects students' academic performance.

Student discipline has a substantial impact on their academic performance in schools. Karimi et al. (2020) conducted research in Kilifi County, Kenya, to examine the association between student indiscipline and academic achievement. The study was prompted by reports of chaos and its potential impact on academic results in the County. The research utilized a correlational study design, involving secondary school students in extra-county secondary schools within the County. The selection of schools for the study was done purposefully, while teachers were selected using a simple random sampling method, and pupils were chosen through cluster sampling. The analysis of both inferential and descriptive data in the study revealed a significant association between student indiscipline and poor academic performance in Kilifi County. Moreover, the findings indicated that boys exhibited a higher tendency for violence compared to girls. These results concur with the observations of Nwosu et al (2022) among students in Nigeria, who identified that student indiscipline detrimentally influenced academic performance. Nevertheless, with the implementation of counseling interventions, student indiscipline appears to be mitigated, consequently fostering better academic outcomes. Similarly,

Olana and Tefera (2021) also arrived at analogous conclusions in a study done among university students in Ethiopia, emphasizing that indiscipline can be moderated through initiatives like student mentorship, motivational discussions, and counseling.

Literature Synthesis

A synthesis of the reviewed literature reveal that studies like those by Nilsen et al. (2020), Agusiobo and Agukwe-Oluoma (2023), and Wanjiru (2021) highlight consistent findings that resource constraints, stemming from parental divorce or separation, significantly hinder academic achievement. These studies underscore that financial instability, such as insufficient funds for school fees and materials, plays a crucial role in diminishing educational outcomes. Additionally, research by Kalmijn (2020) and Balogun et al. (2023) suggests that feelings of guilt among adolescents from divorced families can further exacerbate academic struggles. Conversely, studies like those by Aryani et al. (2023) and Ndehi (2022) suggest that factors like self-control and resilience can mitigate some of these negative effects, offering pathways for intervention and support.

Research consistently highlight that adolescents raised by alcoholic parents face significant challenges in their academic achievements across different geographical contexts, including Finland (Raitasalo et al., 2020b), Denmark, Brazil (Freire et al., 2020), and Kenya (Njoroge and Mwenje, 2020). These challenges are compounded by psychological issues and behavioral problems exhibited by these adolescents, which adversely affect their educational outcomes (Omkaarappa and Retala, 2019; Shibiru et al., 2023). Furthermore, research underscores the importance of parental involvement (Mwarari et al., 2020; Choge and Edabu, 2023) and the quality of parent-child relationships (Li et al., 2020; Adetutu and Adebayo, 2021)

in mitigating these effects, suggesting that supportive family dynamics can positively influence academic performance despite the presence of parental alcohol abuse.

Parental conflict diminishes adolescents' resilience and academic performance, as Bergmann et al. (2019) found among German university students, supported by Rattenborg and McPhee (2018) and Józsa and Barrett (2019). Mauki et al. (2018) in Kenya revealed that parental conflict leads to helplessness and poor academic persistence, similar to Zaki et al. (2022) in Egypt and Maina and Kitainga (2018). Gachenia and Mwenje (2020) in Kenya also found that counseling significantly improves academic performance, aligning with Bester and Kuyper (2020), although methodological gaps exist due to purposive sampling.

Tokan and Imakulata (2019) underscored the positive impact of intrinsic and extrinsic learning behaviors on academic success in Indonesia, supported by Deng et al. (2022) in Pakistan and Badri and Yunus (2022) in Malaysia, who emphasized student behavior as a mediating factor. Dagogo (2020) highlighted student motivation as a significant factor in academic success in Nigeria, corroborated by Omae et al. (2018) in Kenya and Dube (2021) in Zimbabwe. In Rwanda, Innocent and Andala (2021) found a strong correlation between student discipline and academic performance, similar to findings by Scripa (2022) in Kenya and Ajayi et al. (2019). Kariuki and Mbugua (2018) found that positive teacher-student relationships and motivational incentives boosted academic performance in Kenya, aligning with studies by Rabo (2022) in Nigeria and Adika (2020) in Kenya. Lastly, Karimi et al. (2020) in Kilifi County, Kenya, and Nwosu et al. (2022) in Nigeria demonstrated the negative impact of student indiscipline on academic performance, which could be mitigated through counseling and mentorship, as also found by Olana and Tefera (2021) in Ethiopia.

In sum, while there are variations in findings across different contexts and methodologies, the literature provides a consistent narrative of how family dysfunction impacts students' educational outcomes, influenced by both economic and psychological factors. The reviewed literature point to a contextual gap in terms of understanding the relationship between family dysfunction as characterized by marital conflict, parental alcoholism, divorce and separation, and academic performance of public mixed day secondary schools in Kenya. This provided the impetus for the present investigation.

Theoretical Framework

The study was underpinned on family systems theory and resilient theory as detailed below.

Family Systems Theory

Family Systems Theory is a psychology theory that views the family as a dynamic and interconnected system of people who mutually impact each other's behaviors and functioning (Daks et al., 2020). Murray Bowen propounded this theory in the 1950s and 1960s. It posits that families work according to particular norms or patterns, and that issues within the family system result from dysfunction in these patterns (Furstenberg, 2020). Families, according to Family Systems Theory, are dynamic and multifunctional, with each member contributing to the overall proper operation of the family system (Daks et al., 2020). The approach emphasizes the importance of understanding people through their relationships with other family members, rather than in isolation. Family Systems Theory states that each family has its own specific culture, language, and rituals that contribute to the overall functioning of the system (Furstenberg, 2020).

Family Systems Theory is built on three basic parts (Mastrotheodoros et al., 2020) namely: triangles, differentiation, and family roles. According to Abdulla et al. (2020), triangles

are three-person relationships that can arise inside a family. For example, if a youngster is caught between two conflicting parents, they may form a triangle by focusing their attention on a sibling or another family member. In this context, triangles can give stability, but they can also cause stress and conflict within the family structure, as Joubert and Hay (2019) point out.

Differentiation refers to an individual's ability to distinguish their own emotional responses from those of their family members (Joubert & Hay, 2019). A well-differentiated person may maintain their sense of self within the context of their family system, even in the face of conflict or stress. For example, a child may become the "scapegoat" if they are blamed for family issues, but another child may become the "golden child" if they are recognized as the family's success story. Boundaries within family systems include psychological and emotional limitations that exist between family members as well as between the family unit and the outside world. Both internal and external boundaries help to define a family system (Abdulla, et al., 2020). Boundaries that are optimal promote autonomy, privacy, and individuality while also cultivating a sense of connection and support. When boundaries become too strict or too permeable, it can lead to dysfunction, communication issues, and interpersonal obstacles.

Family Systems Theory holds significant relevance in assessing how dysfunctional families influence students' academic performance (Brand et al., 2021). Martin did a study on the impact of a family with a history of drug addiction on their adolescents guided by the family systems theory and established the theory predict the likelihood of adolescents engaging in drug and substance abuse. Inadequate parental involvement, guidance, and supervision subsequently lead to diminished academic engagement, motivation, and achievement (Albulescu et al., 2023) insufficient communication skills hinder students' ability to effectively engage with teachers, peers, and educational resources, directly impacting their academic performance (Omkarappa

and Retala, 2019). Dysfunctional families may exhibit low academic expectations and inconsistent educational support, thereby depriving students of the necessary encouragement, resources, and guidance required for academic excellence (Albulescu et al., 2023).

Critics argue that family systems theory places too much emphasis on the family unit as a whole, sometimes at the expense of understanding individual psychological issues and experiences (Abdulla, et al., 2020). This notwithstanding, the theory provided a yardstick which can be used to measure the influence of dysfunctional family on students' academic performance, with dysfunctional families indicated by parental alcoholism, parental conflict, separation and divorce. The theory was a suitable framework for this study as it provides a comprehensive understanding of how the family unit's dynamics influence individual behavior and outcomes, including academic performance. This theory posits that families operate as interconnected systems, where each member's actions and well-being affect the others. In the context of dysfunctional families, negative patterns such as conflict, poor communication, or instability can disrupt the emotional and psychological stability of students, thereby impairing their academic performance. By using family systems theory, the study explored the intricate relationships and interactions within the family that contribute to students' academic challenges, offering a holistic view of the factors at play.

Resilience Theory

Resilience Theory (Werner, 1970) is a psychology theory that seeks to explain why some people are able to cope effectively with adversity and create positive outcomes while others are not (Amsrud et al., 2019). According to Abdulla et al. (2020), Emmy Werner's Resilience Theory, highlights the critical importance of protective variables in facilitating positive adaptation under stressful situations. As a result, resilience is a dynamic process that may be

built and fortified over time, rather than an innate attribute or quality. This means that resilience is comprised of both human qualities, such as personal strengths and coping methods, and environmental elements, such as supportive connections and availability to resources (Abdulla et al., 2020).

Appolloni et al. (2021) affirms that the theory is based on aspects that encourage individual resilience, such as personal qualities, supportive relationships, resource availability, and positive and negative coping techniques. Appolloni et al. (2021), further contend that the idea proposes that individuals have specific personal characteristics that enhance resilience, such as optimism, self-efficacy, and a feeling of purpose. Individuals who have a positive outlook and believe in their own potential to overcome obstacles are more likely to be resilient in the face of adversity. The Resilience Theory proposed by Trigueros et al. (2019) highlights the relevance of social support in fostering resilience. Individuals who have supportive relationships with family members, friends, or other community members manage better with stress and adversity. Individuals who have access to these resources are better equipped to deal with adversity and overcome obstacles. Individuals who display resilience, according to Trigueros et al. (2019), engage in constructive behaviors such as problem-solving and seeking help from others. Unfortunately, adolescents from dysfunctional households frequently do not develop protective qualities that would place them in the lead for academic accomplishment. As a result, there is a risk of decreased resilience to life situations, which can have a negative impact on academic performance.

Resilience theory was used to explain the role of student behavior as indicated by discipline level, aggressive behavior, or delinquency on the relationship between family dysfunction and student academic performance. The theory was appropriate for this study as it

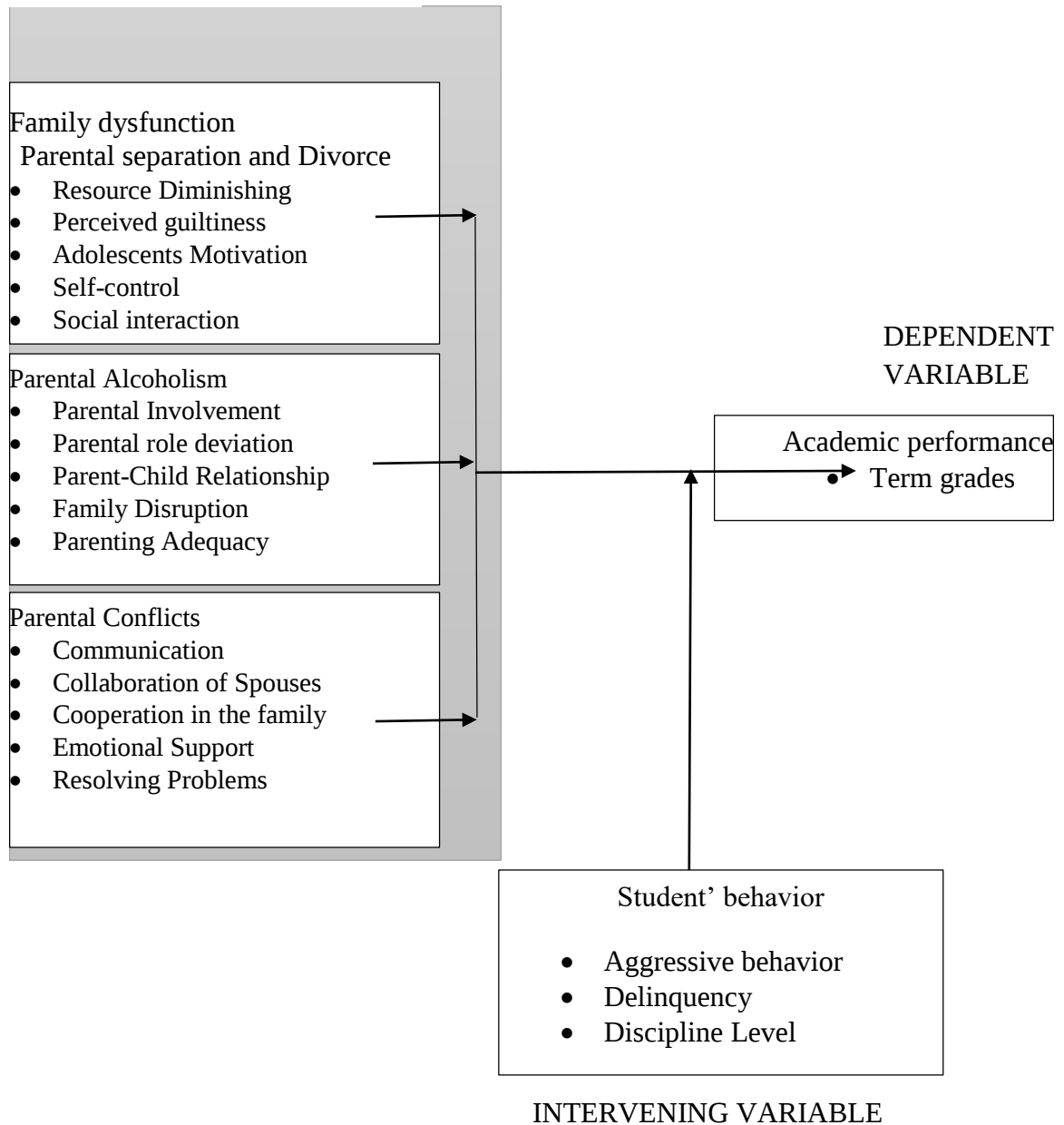
focuses on the student's ability to adapt and thrive despite adverse conditions, such as those found in dysfunctional families. This theory emphasizes the presence of protective factors and coping mechanisms that enable students to overcome challenges and maintain academic performance. In the context of students from dysfunctional families in Juja Sub-County, resilience theory can help identify the internal and external resources that support their academic success despite their challenging home environments. By applying resilience theory, the study uncovered the strengths and strategies that enable some students to achieve academic success, providing insights into how these can be fostered and supported in the school setting.

Conceptual Framework

The conceptual framework presented in Figure 1 depicts the relationship between the independent variables and the dependent variable in the study. Figure 1 is a graphic representation of the conceptual framework that serves as a road map, connecting the independent variable of dysfunctional families, the intervening variable of student behaviors, and the final outcome of academic accomplishment (Tamminen & Puoucha, 2020). According to Tetteh et al. (2020), the family environment has a substantial influence on academic achievement, with numerous behavioral disorders frequently related with the family environment. Parental conflicts, in particular, have been found to contribute to school-related challenges and impact a student's eventual academic success (Mante et al. 2021). In this study, the specific focus was on exploring the family variables associated with school failure within the conceptual framework.

Figure 1: Conceptual Framework

INDEPENDENT VARIABLE



Source: Author (2024)

The independent variables included parental separation and divorce, parent's alcoholism and parental conflicts and the students' behaviors have a significant intervening role in the relationship between dysfunctional families and student academic performance. The dependent

variable was academic achievement which was measured by the academic performance of the recent termly exams done. The conceptual framework provided a structure for comprehending how these factors interact and influence one another in the context of the investigation.

Chapter Summary

This chapter has delved into empirical literature centered on four key thematic areas: parental separation and divorce, parental alcoholism, domestic conflict, and the intervening role of students' behaviors in the link between dysfunctional families and student academic performance. Theoretical and conceptual frameworks have also been examined. The following chapter presents the research methodology.

Chapter Three: Research Methodology

Introduction

This chapter provides an outline of the research methods used to attain the study objectives. It starts with a description of the research design and then moves on to a discussion of the target demographic. The sampling process is then described in depth, along with a discussion of sample size determination. Following that, the data kind is described, followed by an explanation of the research instrument and the pilot project. The validity and reliability testing of the research instrument, as well as an outline of the data analysis plan ethical considerations, are also included.

Research Philosophy

Tamminen and Puoucha (2020) identified two primary research philosophies: positivism and interpretivism. Positivism, as explained by Ganesha and Aithal (2022), focuses on identifying relationships between dependent and independent variables and relies on quantitative or empirical data for analysis and drawing conclusions. On the other hand, interpretivism is subjective in nature and employs qualitative data to arrive at conclusions, as highlighted by Ganesha and Aithal (2022). Interpretive philosophy is driven by the subjective interpretation of individuals and their perception of the natural environment, as emphasized by Tamminen and Puoucha (2020).

In the present study, a positivist philosophical perspective provided anchorage for the study. Positivism places a premium on direct observation and measurement of occurrences. It collects observable facts and evidence using objective data collecting methods such as surveys, experiments, or statistical analysis (Genasha & Aithal, 2022). The study therefore was primarily driven by quantitative data derived from the field, in line with the positivist approach, as emphasized by Tamminen and Puoucha (2020).

Research Design

The current study employed a correlational design chosen for its potential to assisting in establishing the relationship between study variables (Tamminen & Paucha, 2020). The fundamental goal of correlation research is to explain the variability of the dependent variable given a set of independent variables (Siedlecki, 2020). This methodology allowed the study to collect factual data and give an inferential analysis of the association between dysfunctional families and academic attainment in the selected public mixed day secondary schools in Juja Sub-County of Kiambu County.

The choice of correlational research design was informed by several factors. Firstly, it allows for the utilization of various data collection tools, such as structured questionnaires and interview instruments, enabling the acquisition of comprehensive data for the study (Doyle et al., 2020). Additionally, this study design facilitated the use of multiple data analysis approaches to effectively achieve the research goals (Siedlecki, 2020). Bloom and Fisher (2019) also advocate for the use of correlational research design given its suitability for testing the link between the independent and dependent variables, which in this study, was family dysfunction and academic performance, respectively.

Target Population

The study's target population included 1348 Form Four students, this figure was obtained from the Juja Sub-County education office, enrolled in 10 public secondary schools in Juja Sub-County, as shown in Table 3.1. In addition, there were 10 school principals, one from each school, and 10 guidance and counseling teachers, from each school. The distribution of students is shown in Table 3.1.

Table 3.1: *Population of Secondary Schools*

No	Name of School	Student population
1	Juja Secondary	144
2	Juja Farm	145
3	Gachororo Secondary	187
4	Athi Secondary	47
5	St. Francis Gachaba	177
6	Murera Secondary	307
7	Kitamaiyu Secondary	43
8	Blessed Mugutha	117
9	Theta Secondary	96
10	Ndururumo Secondary	85
Total		1,348

Sample and Sampling

The sample size was determined using the Slovin Formula, as given below, in accordance with the recommendation of Ismail et al. (2022).

$$n = N / [1 + N (e)^2]$$

Where: n = The sample size

N = Total population

e = Error tolerance

As shown in Table 3.1, the study population (N) is 1348. The study also estimated the tolerance at 0.05, therefore, the calculation of the sample size is as shown below:

$$n = 1348 / [1 + 1348 (0.05)^2]$$

$$= 309$$

Sampling Procedure

For schools, the census approach was employed in the survey. This is due to the fact that Juja Sub-County has a total of 10-day public secondary schools. The census approach was also used to pick school principals, as well as guidance and counseling instructors. As Siedlecki (2020) points out, census, or sampling the entire population, is frequently used when the population is small or manageable and data collection from every individual or unit is feasible. Table 3.2 contains a list of the schools.

The study used stratified sampling method to select students in the 10 schools. Stratified sampling is a frequent sampling approach in research. In this sampling method, the target population is divided into distinct subgroups or strata depending on certain qualities or factors of interest (Bloom and Fisher, 2019). The goal of stratified sampling is to guarantee that each subgroup is fairly represented in the sample, resulting in a more representative and unbiased sample (Bloom and Fisher, 2019). Thus, stratified sampling was used in this study as it allows a researcher to obtain a more accurate understanding of the population as a whole. Since the study has 10 schools, the sampling method helps in making sure the contribution and characteristics of each school are adequately represented in the sample. The sample size figures for students are in Table 3.2.

Table 3.2: The Sample Frame

No	Schools	Student Population	Sample size
1	Juja Secondary	144	33
2	Juja Farm	145	33
3	Gachororo Secondary	187	43
4	Athi Secondary	47	11
5	St. Francis Gachaba	177	41
6	Murera Secondary	307	70
7	Kitamaiyu Secondary	43	10
8	Blessed Mugutha	117	27
9	Theta Secondary	96	22
10	Ndururumo Secondary	85	19
Total		1,348	309

As shown in Table 3.2, the study used proportional representation to arrive at the figures in the table. This means the sample size per subcategory was informed by the proportion it commands from the total study population of 1328 students. The 10 secondary school principals, one per secondary school and 10 counseling and guidance teachers, one per schools were considered as key informants.

Types of Data

The researcher relied on primary data, which refers to data gathered directly from the field (Ismail et al., 2022). Data was collected from students, secondary schools' principals and counseling and guidance teachers.

Research Instruments

The process of data collection involves employing various methods and techniques to gather meaningful information that will contribute to the study (Ismail et al., 2022). The Family

APGAR (Adaptability, Partnership, Growth, Affection, and Resolve) was adapted in this study to evaluate both healthy and unhealthy family functioning among adolescents. The APGAR is a research tool for evaluating the strength and weaknesses of a family where a higher score suggests the family is resilient (Albulescu et al. 2023). The test therefore can be used to kick off discussions and interventions targeted at improving family functioning and establishing a healthier, more supportive atmosphere (Albulescu, et al. 2023). The items in the APGAR was adapted in the form of a questionnaire and administered to students. According to Karimi et al. (2022), self-administered questionnaires are an effective means of collecting information to a large group of people.

The APGAR instrument has been widely utilized in assessing the well-being of families. In a study conducted by Widyaningsih (2022) in Indonesia, the APGAR questionnaire was employed to evaluate the relationship between family functioning and its impact on the emotional health of adolescents. The findings indicated that emotional health was predicted by the level of family functioning. The instrument demonstrated a reliability score of 8, which was considered sufficient for conducting the study. Similarly, Nwachukwu et al. (2022) conducted a study in Nigeria utilizing the APGAR questionnaire to measure the influence of family dysfunction on the mental health of adolescents. The researchers found a direct and significant relationship between family dysfunction and mental health. The reliability test of the APGAR instrument yielded a score of 8.0, which provided confidence for the researchers to proceed with their study.

The social demographic questionnaire provided information, including their age and sex, were included in the instrument's first section. Continuing from section A, section B clarified details about their family, their education level, whether their parents are married or not and the

religion the respondents' parents were affiliated to. In section C, the research clarified the details of the family as it related to the ability of the parents to assist the students in homework. The next series of questions were asked to clarify issues regarding the family status and the extent to which this helps the respondents in their academic work. In section E, the students were asked questions related to the extent to which parental alcoholism impacted on their academic work while in section F, the respondents were asked questions regarding how conflicts between parents affected their academic work. In section G, the students were required to respond to questions regarding their behaviors while in the last section, the respondents were asked to respond to questions regarding their academic performance.

Data Collection Procedures

The researcher obtained a research approval from the Ethics Review Committee at Pan Africa Christian University, Kenya. The National Commission for Science, Technology, and Innovation (NACOSTI) was then contacted to request for a research permit so that the research can be carried out in Juja Sub County of Kiambu County. In addition, a formal letter was written to the principals of the schools, with copies sent to the subcounty education officers, requesting permission to conduct the study within the institutions. These letters were personally delivered to the respective schools and education offices to coordinate the most suitable days for data collection. A consent statement outlining respondents' right to discontinue at any time was included on the research tools used. Throughout the study, strict care and control procedures were used to make sure that all questionnaires distributed to respondents are properly received and recorded. The questionnaire was administered to Form 2 and Form 3 students.

Validity and Reliability of the Instrument

The extent to which an instrument accurately measures the desired variable or construct is referred to as its validity. It evaluates the precision with which the study's data represents the targeted variable or constructs (Sürücü & Maslakçi, 2020). Reliability refers to the consistency of scores or answers obtained from an instrument (Russell et al., 2019). In the process of constructing questionnaires, multiple validity checks were conducted to ensure that the instrument effectively measures the intended concept and functions as intended. The instrument was tested through a pilot study. The results obtained from the pilot study were used to adjust the instrument to meet the requisite requirement. According to Sürücü and Maslakçi (2020), a score of 7 is considered adequate for any study to proceed. The output of reliability is summarized in Table 3.3.

Table 3.3: *Reliability Statistics*

Variable	N of items	Cronbach alpha
Academic performance	6	.723
Parental alcoholism	14	.845
Parental conflict	16	.799
Student behaviors	11	.804

Table 3.3 indicates that the alpha coefficient for academic performance was $\alpha.723$, parental alcoholism was $\alpha.845$, parental conflict was $\alpha.799$ and student behaviors was $\alpha.804$. These scores indicate good internal consistency reliability for the scales. It is instructive to note that the item “I experience failure to follow school rules and get punished more often” was deleted to improve the reliability score for academic performance. Further, following the pilot

test, the questionnaire was refined to enhance completeness, brevity, and alignment with the research objectives.

Content validity was evaluated through soliciting expert opinions from the supervisor, ensuring that the items encompassed in the questionnaires sufficiently reflect the entirety of the variable under study. Construct validity was confirmed by harmonizing the questions with the conceptual framework of the variable's indicators, guaranteeing precise measurement of the underlying construct. Face validity was authenticated by supervisors who provided feedback on the extent to which the questionnaires appeared to measure the intended concepts.

Pilot Study

Questionnaires were pretested before being administered to the sample, according to Sürücü and Maslakçı (2020). Pretesting is also useful for spotting unforeseen concerns that may arise during questionnaire preparation. Pilot research was conducted to acquire the findings for the validity and reliability test.

Before conducting the main survey, a pilot study was conducted. The data collected during the pilot study was analyzed, and the findings were used to make necessary adjustments to the research instruments. Additionally, pretesting the instrument was valuable in reducing misunderstandings and refining it by eliminating ambiguous questions, thereby enhancing clarity (Sürücü & Maslakçı, 2020). Pretesting also played a crucial role in identifying any unforeseen issues that may arise during questionnaire development. Furthermore, it helped in clarifying difficult or ambiguous questions that might hinder respondents from providing accurate answers.

A sample size of 10% of the targeted population is sufficient for pilot research to detect any shortcomings that may necessitate changes to the questionnaire (Malmqvist et al., 2019). Malmqvist et al. (2019) also recommended that a pilot study should be done in a population

which has some similarity with the population being studied. As a result, the pilot project took place in a day secondary school in Ruiru Sub-County, which borders Juja Sub County. A set of 31 students, representing 10% of the study population, was chosen to take part in the pilot project.

Data Analysis Plan

Data analysis is a time-consuming procedure that entails cleaning and organizing obtained research data to derive useful interpretations and explanations (Sürücü and Maslakçı, 2020). The data analysis procedure included data cleaning and classification, and coding. The Statistical Package for Social Sciences (SPSS v25) was used to evaluate the quantitative data. Quantitative data was presented in the form of tables and figures. The study utilized descriptive statistics, which entailed mean, frequencies and standard deviations while inferential statistics employed comprised chi-square test, regression modelling and correlation analysis. Correlation analysis was used in the study to determine the degree and direction of the link between dysfunctional family dynamics and student academic attainment. Furthermore, regression analysis was used to examine the type and strength of the link between dysfunctional family characteristics and academic achievement among study respondents. The data was visually represented using figures and tables, enhancing the ability to grasp the information briefly.

The qualitative data obtained from the interview guides were subjected to content analysis, which involves systematically identifying, coding, and interpreting patterns and themes in the data according to the study objectives. This approach yielded meaningful insights from the qualitative data (Mariel, 2021). Qualitative data was analyzed using Nvivo v12 software. The findings of qualitative data was used to corroborate and clarify the results of quantitative analysis.

Ethical Considerations

Research respondents should not be subjected to harm in any ways whatsoever (Mariel, 2021). To ensure this, the researcher assured the respondents of their anonymity and confidentiality of all information divulged to build respondents' confidence. Measures were taken to prevent harm, injustices, and violations to research respondents. As part of the research process, the researcher first obtained research clearance from the Ethics Review Committee at PAC University. Subsequently, an introduction letter was obtained from the Ethics Review Committee to be used in the application for a research license from NACOSTI. The project team requested permission from both the education administration of Juja Sub-County and the principals of the selected schools for the project.

Before participating in the study, the researcher obtained informed consent from all study respondents. Although the students were old enough to consent, many were still under the legal age for independent consent. Therefore, the researcher also sought consent from the Juja Subcounty Education Officer and the School Principals. A prior meeting with these officials was held to explain the study's content and address any concerns. The researcher ensured that respondents fully understood the research objectives, potential implications, confidentiality protocols, disclosure mechanisms, and data usage.

Informed consent was also obtained from the students' parents/guardian or their school principal in the case where it was impracticable to obtain parental consent. The informed consent served as a clear indication of the respondents' voluntary agreement to participate in the research, demonstrating their comprehensive understanding of the overall aim of the study, its possible risks and benefits, as well as the expected responsibilities and activities they were to undertake as respondents. Plans were made to offer free therapeutic debriefing by the researcher

in event of such disturbance during participation in the study. The researcher also ensured that the shortest time possible was taken to complete the questionnaires so as not to interfere with respective schools' program. At the point of data reporting, anonymity was observed, by assigning pseudonyms to respondents.

Chapter Summary

This chapter has elucidated the research methodology that was used in the study. It commenced by outlining the research design and describing the population. Subsequently, the researcher elaborated on the sampling procedures and techniques, including a comprehensive explanation of how the sample size was determined. Furthermore, the chapter delved into the discussion of research instruments and the types of data that was collected for analysis.

Chapter Four: Results and Discussions

Introduction

This chapter presents and discusses the findings of the study. The chapter is organized in five sections. The first section comprises the response rate and demographic analysis. The rest of the sections are organized in line with the research questions and objectives. Accordingly, the thematic sections are the influence of parental separation and divorce on academic performance, influence of parental alcoholism on academic performance, influence of domestic conflicts on academic performance, and whether students' behaviors have a significant role in the relationship between dysfunctional families and student academic performance.

Response Rate and Demographic Findings

This section constitutes the response rate and background information data such as age, gender parent/guardian occupation.

Response Rate

Out of the intended 309 respondents, a total of 269 respondents successfully participated in the study. The distribution of the sample by response rate is presented in Table 4.1.

Table 4.1: *Response Rate*

Respondent category	Frequency	Percent
Successful responses	269	87.1%
Non-respondents	40	13.9%
Total	309	100.0%

A response rate of 87.1% was obtained, which was adequate according to Biemer et al. (2017) who argued that response rates exceeding 70% are excellent. This indicates a greater likelihood that the sample is representative of the population being studied, which enhances the validity and reliability of the study's findings and therefore greater confidence in generalizing findings to the broader population.

Respondents' Age Group

The distribution of respondents by age bracket is presented in Table 4.2.

Table 4.2: *Respondents Age Distribution*

Respondent category	Frequency	Percent
15 years and below	87	32.3%
16-17 years	155	57.6%
18-19 years	24	8.9%
20 years and above	3	1.1%
Total	267	100.0%

Table 4.2 shows that 57.6% of the respondents were in the 16-17 years age bracket (57.6%), followed by those aged below 16 years (32.3%). However, some of the respondents were aged 18-19 years (8.9%) while 1.1% of the respondents had attained 20 years and above. The age distribution of respondents' sheds light on the developmental stage at which the students were potentially experiencing the influence of dysfunctional family dynamics on their academic performance. The age distribution is consistent with the study by Lanozo et al. (2021) which delved into the academic challenges and other survival-related concerns faced by students

coming from broken families in Venezuela, which recruited majority of respondents aged between 15 and 24 years.

Parent/Guardian's Occupation

Respondents were asked to indicate their parent/guardian occupation. This is because the occupation of a parent or guardian often reflects the family's economic status. The responses were classified into three main occupation groups thus: blue collar worker, in business, farmer, and white-collar worker. White-collar workers, typically involved in professional, managerial, or administrative work, generally have higher incomes and can afford more resources for their adolescents' education. On the other hand, blue-collar workers, who perform manual labor, may have lower incomes and less flexible working hours, which could limit these resources. The financial stability of these families can be less predictable, impacting the resources available for education. Figure 2 ranks the frequency distribution in terms of percent.

Figure 2: *Occupational Respondents' Parents/ Guardian*

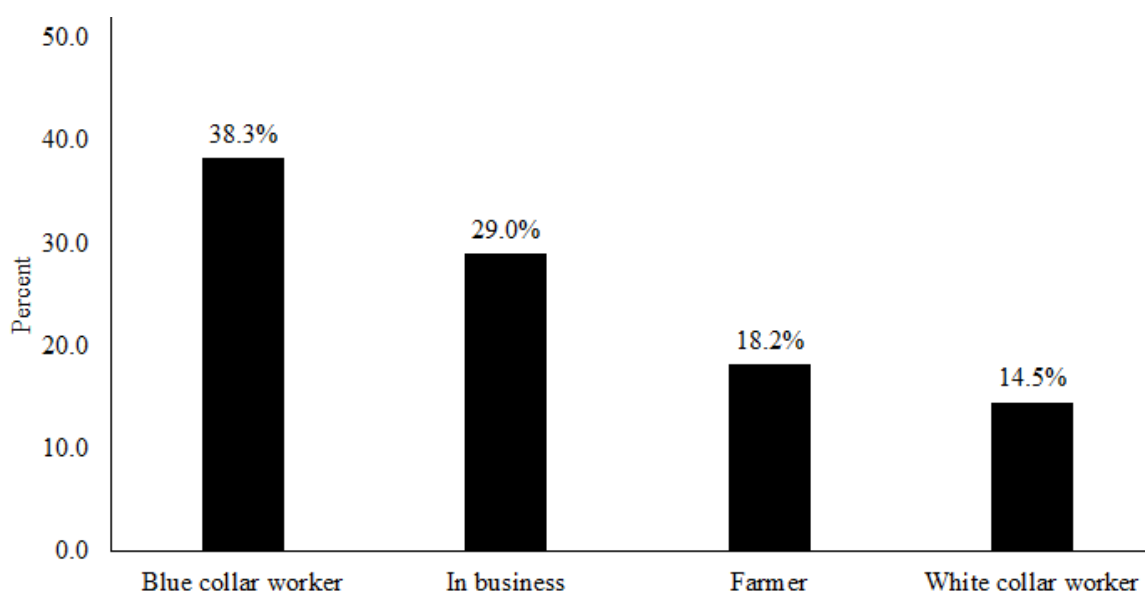


Figure 2 reveals that the majority (38.3%) of the respondents' parents/guardians were blue-collar workers (cooks, drivers, carpenters, and other casual labor workers). This indicates

that a significant portion of the student population originated from families engaged in manual labor or low-skilled occupations. Families in these occupations may encounter challenges such as unstable income, limited access to resources, and higher levels of economic vulnerability, impacting students' academic performance due to factors like financial stress, lack of parental involvement, and limited access to educational support. Some 29.0% of the respondents were running their own small businesses (such as shopkeeping, hairdressing, hawking, etc.).

While small business ownership can offer opportunities for economic self-sufficiency and flexibility, it may also entail challenges such as financial instability, long working hours, and limited access to social security benefits, indirectly affecting students' academic performance. Farmers accounted for 18.2% of the respondents. The proportion of respondents' parents/guardians engaged in farming highlights the significance of agriculture as a livelihood source in the community. Farming households may face unique challenges related to seasonal fluctuations, weather uncertainties, and access to agricultural inputs and markets, impacting family income and resources available for supporting adolescents' education. A smaller but notable proportion of respondents' parents/guardians (14.5%) were white-collar workers, including administrators, accountants, teachers, bankers, and other professionals. Families in white-collar occupations typically possess higher levels of education, stable incomes, and access to resources that can positively influence students' academic performance through factors like parental involvement, access to educational materials, and higher educational aspirations.

Divorce/Separation of Respondents' Parent/Guardian

The distribution of respondents by their parents/guardians' marital status in terms of whether they were divorced or separated is shown in Figure 3.

Figure 3: *Whether Parent/ Guardian is Separated*

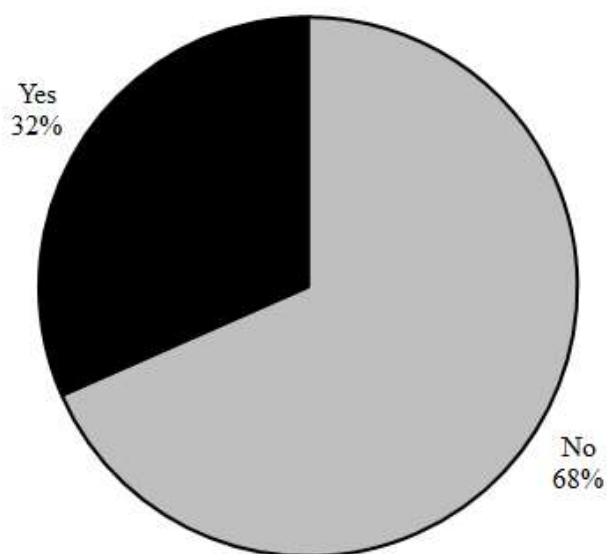


Figure 3 indicates that 68% of the respondents reported their parents were neither separated nor divorced. However, 32% of the respondents stated that their parents/guardians were separated/divorced. These results suggest that students originated from intact family structures. Such stability and support within intact families positively influence students' academic performance and overall well-being. Intact families typically offer a nurturing environment, consistent emotional support, and stable routines, contributing to students' sense of security and resilience. However, the finding that nearly a third of respondents indicated their parents/guardians were separated or divorced highlights a substantial proportion of students experiencing family disruptions. Family breakdowns, such as separation or divorce, can have detrimental effects on adolescents' academic achievement, emotional health, and social adjustment. These students may encounter challenges such as increased stress, feelings of insecurity, changes in family dynamics, and potential disruptions in their living arrangements, all of which can impact their academic performance.

Respondents' Academic Performance

The distribution of respondents by overall rating of their academic performance is shown in Figure 4.

Figure 4: *Respondents' Self-rated Academic Performance*

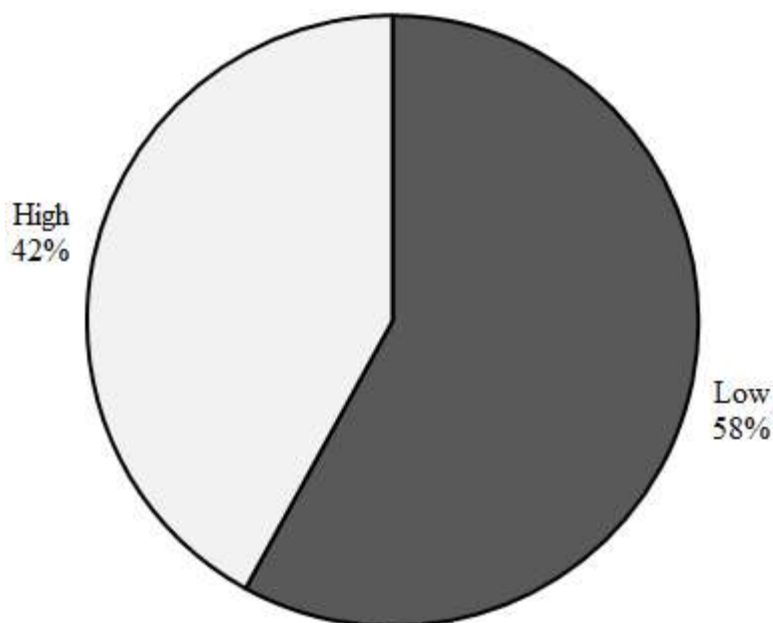


Figure 4 indicates that 58% of the respondents self-rated their overall academic performance as low, while 42% gave a high rating on their academic performance. This observation aligns with the findings from the Kenya National Examination Council (2023), which highlighted a consistent pattern of underachievement among public mixed day secondary school students in the region over the past four years. The self-assessment of academic performance in the current study sheds light on how students view their academic achievements, offering a window into their personal judgment of their educational outcomes. This self-evaluation is particularly telling, as it reflects not just on their academic capabilities, but also factors in the broader context of their family environments and socioeconomic statuses. The fact that a significant number of students have reported low performance means that there are

underlying challenges affecting their academic journey, potentially encompassing both school-based factors and external influences from their home and social environments.

Influence of Parental Separation and Divorce on Academic Performance

The first objective of the study was to establish the influence of parental separation and divorce on academic performance among students in public mixed day secondary schools in Juja Sub County. This section of the chapter presents both cross-tabulation analysis and chi-square results on the various dimensions of academic performance.

Parental Divorce/Separation and Academic Performance

Cross-tabulation analysis was performed to establish the distribution of respondents in terms of parental divorce/separation in relation to their academic performance. The output is presented in Table 4.6.

Table 4.5: *Academic Performance and Parental Divorce/Separation Crosstabulation*

			Divorced Separated		Total
			No	Yes	
Academic Performance	Low	Count	98	58	156
		% within count	53.3%	68.2%	58.0%
	High	Count	86	27	113
		% within count	46.7%	31.8%	42.0%
Total		Count	184	85	269
		% within count	100.0%	100.0%	100.0%

Table 4.6 shows that 68.2% of respondents whose parents/guardians were divorced or separated reported lower academic performance, compared to 53.3% of respondents whose parents had intact marriages. Conversely, 31.8% of respondents with divorced/separated parents rated their academic performance as high, while 46.7% of respondents from intact families did so. This comparison between respondents from divorced/separated families and those from intact

families highlights the significant impact of family dynamics on students' self-rated academic performance and indicates a potential link between parental separation/divorce and academic performance.

The findings align with the literature, particularly with the study by Brand et al. (2021), which examined the impact of parental separation and divorce on academic progress in the USA. Both studies revealed a negative association between family dynamics and academic outcomes. Similarly, research by Lanozo et al. (2021) in Venezuela and Zangmo and Wangruk (2019) in Bhutan highlighted challenges faced by students from broken families, further supporting the notion of a detrimental impact on academic performance. Additionally, the studies by Noviandari et al. (2021) in Indonesia and Sbarra et al. (2019) in Argentina also noted that parental divorce negatively affects adolescents' academic performance, consistent with the present findings. Moreover, Mustapha et al. (2020) in Nigeria and Adofu (2021) in Ghana further confirmed the adverse effects of parental separation and divorce on academic outcomes.

Chi-square Test between Parental Separation/Divorce and Academic Performance

The study sought to test whether there was a significant variation in respondents' academic performance by parental separation/divorce. Table 4.7 presents the findings.

Table 4.6: *Parental Separation/Divorce and Academic Performance*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square ^a	5.352 ^a	1	.021
Continuity Correction ^b	4.755	1	.029
Likelihood Ratio	5.451	1	.020
Fisher's Exact Test			
Linear-by-Linear Association	5.332	1	.021
N of Valid Cases	269		

^a. cells (0.0%) have expected count less than 5. The minimum expected count is 35.71.

^bComputed only for a 2x2 table

The chi-square test of association unveiled a significant relationship between parental divorce/separation and academic performance, $\chi^2 (1) = 5.352$, $p < .05$. This significant p-value indicates an association between parental divorce/separation and students' performance in public mixed day secondary schools. Such statistical significance provides empirical evidence that family structure, specifically the stability of parental relationships, influences students' academic achievements. The findings imply that students from divorced or separated families are more likely to encounter academic challenges compared to those from intact marriages. Highlighting the potential long-term consequences of family breakdown on students' educational trajectories, the significant relationship between parental divorce/separation and academic performance underscores the importance of providing targeted support and intervention services to students from disrupted family structures.

The findings from the chi-square test of association align with past studies, particularly those by Brand et al. (2021), Sbarra et al. (2019), Mustapha et al. (2020), and Noviandari et al. (2021), all demonstrating a significant negative impact of parental divorce/separation on adolescents' academic performance. Similarly, the statement regarding the significant relationship between parental divorce/separation and academic performance supports the conclusion drawn by Wambua et al. (2021) in Kenya regarding the psychosocial effects of parental divorce and separation. Though Wambua et al.'s (2021) study did not directly focus on academic performance, it provides additional context on the broader impacts of family breakdown, which aligns with the findings of the chi-square test.

Key informant interviews revealed the main theme of the significant negative impact of parental separation/divorce on learners' academic performance, corroborating the quantitative findings. This theme emerged in four main sub-themes: psychological distress and emotional

instability, academic disengagement and poor performance, financial challenges and material hardship, and behavioral issues and indiscipline.

In the psychological distress and emotional instability subtheme, respondents emphasized that family dysfunction often causes significant psychological distress and emotional instability among learners. The turmoil within dysfunctional family dynamics can lead to identity crises and psychological disturbance, accompanied by feelings of sadness, anxiety, and insecurity. One respondent observed, "Students perform poorly, don't concentrate on academics," reflecting the difficulties students face in maintaining focus and concentration amidst family dysfunction, ultimately influencing their academic performance. Another respondent stated, "Family separation leads to family distress; feelings of sadness, anxiety, and insecurity can interfere with concentration and focus in classrooms, making it challenging to engage in learning." This indicates that emotional turmoil within dysfunctional families can impair students' ability to concentrate and engage in learning, consequently affecting their academic performance.

Regarding the academic disengagement and poor performance sub-theme, respondents indicated that learners from dysfunctional families often exhibit signs of academic disengagement and struggle with poor academic performance. The lack of familial support and the presence of conflict within the family environment diminish students' focus on academics and contribute to a decline in academic achievement. One respondent noted, "Separation leads to poor performance of learners since they are psychologically disturbed and sometimes must stay on their own." This statement underscores the detrimental effects of family dysfunction on students' academic engagement and achievement. Another respondent mentioned, "Students perform poorly and don't concentrate on academics," suggesting that family dysfunction hinders students' ability to focus on their studies, leading to academic underperformance.

Regarding the financial challenges and material hardship subtheme, respondents indicated that financial constraints from family dysfunction contribute to material hardship and financial instability among learners. Conflicts and disruptions within dysfunctional family environments lead to difficulties in meeting financial obligations, including school fees. Additionally, logistical challenges such as relocation and increased travel costs arise due to family dysfunction, further exacerbating the financial burden on these students. One respondent highlighted, "Maybe lack of proper concentration due to psychological problems associated with separation, hence poor academic achievement." This underscores the adverse financial consequences of family dysfunction on students' academic pursuits. Another respondent stated, "Separation may make the breadwinner withdraw financial support, leading to lack of fees and eventually dropout cases." This suggests that financial instability resulting from family dysfunction contributes to students dropping out of school due to an inability to pay fees, ultimately affecting their academic performance.

Regarding the behavioral issues and indiscipline sub-theme, respondents noted that family dysfunction often leads to the development of behavioral issues and indiscipline among learners. Dysfunctional family dynamics, including the lack of parental guidance and the presence of conflict, contribute to undesirable behaviors such as truancy and general indiscipline. One respondent articulated, "There is always conflict in payment of school fees. The students do not concentrate in school, hence poor performance," indicating the disruptive effects of family dysfunction on students' behavior and academic performance. Another respondent mentioned, "The learners pick undesirable behaviors around since they lack parental guidance," implying that the lack of proper parental guidance due to family dysfunction may lead students to adopt undesirable behaviors, further affecting their academic performance.

Influence of Parental Alcoholism on Academic Performance

The second objective of the study was to determine the influence of parental alcoholism on academic performance among students in public mixed day secondary schools in Juja Sub County. This section of the chapter begins by descriptive analysis of parental alcoholism items before performing inferential test.

Descriptive Analysis of Parental Alcoholism Items

Respondents were asked to indicate the extent they agree with statements relating to parental alcoholism on a 5-point scale where 1-Strongly Disagree, 2-Disagree, 3-Does not Affect, 4-Agree, 5-Strongly Agree. The mean and standard deviation scores were established and were computed as presented in Table 4.8.

Table 4.7: Parental Alcoholism Item Statistics

Parental alcoholism items	Mean	Std. Deviation
My parents fail to attend schools' meetings due to alcoholism which required making me uncared for	1.44	.915
I often fail to attend school due to my parent's alcoholism	1.33	.805
I am always late for school due to my parent's school	1.27	.698
I am always affected due to squabbles at home due to alcoholism	1.52	1.078
I am sent home frequently due to lack of school fees	2.23	1.460
Always struggle with paying attention to my teachers	2.18	1.453
My relationship with my parent is poor making it difficult to share my challenges in schools	2.18	1.492
I hardly enjoy or struggle to participate in group activities in class	2.00	1.324
Taking alcohol makes my parent turn chaotic and disrupt family peace	1.59	1.139
I am not being guided on how to improve on my schoolwork as my parent come home always drunk	1.53	1.101
There is lack of cultivation of good parent-child relationship	1.78	1.199

Parental alcoholism items	Mean	Std. Deviation
My parent use family finance to take alcohol making it difficult have basic needs at home	1.40	.958
I feel embarrassed by my parent's behavior	1.89	1.413
My parents are rarely at home	1.97	1.385
Parental alcoholism aggregate score	1.74	.713

The data in Table 4.8 indicates that concerning the statement, “My parents fail to attend school meetings due to alcoholism when required, making me uncared for,” a low mean score was computed (Mean = 1.44, Standard Deviation = 0.915). On average, respondents disagree with this statement, suggesting that their parents do attend school meetings when required, and they feel cared for. Regarding the statement “I am always affected due to squabbles at home due to alcoholism,” a moderately low mean score was computed (Mean = 1.52, Standard Deviation = 1.078). Some respondents disagree, indicating that squabbles at home due to parental alcoholism have minimal impact on them. Concerning whether respondents struggled with paying attention to teachers, the mean score was moderately low (Mean = 2.18, Standard Deviation = 1.453), suggesting that among some respondents, parental alcoholism affected their ability to pay attention to their teachers. These findings contradict the studies conducted by Raitasalo et al. (2019), Freire et al. (2020), and D’Aniello et al. (2021), all demonstrating the adverse effects of parental alcoholism on the mental and psychological well-being of adolescents.

Regarding the statement, “I often fail to attend school due to my parent's alcoholism,” a low mean score was obtained (Mean = 1.33, Standard Deviation = 0.805). On average, respondents strongly disagreed with this statement, indicating that parental alcoholism does not significantly affect their attendance at school. Similarly, concerning the statement, “I am always

late for school due to my parent's alcoholism,” a low mean score was computed (Mean = 1.27, Standard Deviation = 0.698), indicating that average respondents strongly disagreed with this statement. This suggests that parental alcoholism does not significantly contribute to their lateness at school. These findings contradict the research by Raitasalo et al. (2020b), Valente et al. (2019), Conegundes et al. (2020), and Njoroge and Mwenje (2020), all of which concluded that parental alcoholism negatively influences academic performance.

Concerning the statement “I am sent home frequently due to lack of school fees”, the mean score was moderately low (Mean = 2.23, Standard Deviation = 1.460). It means that average, parental alcoholism to an extent contributed to financial difficulties that result in them being sent home due to lack of school fees.

Regarding whether respondents’ relationship with parents is poor, making it difficult to share about challenges in school, a moderately low mean score was obtained (Mean = 2.18, Standard Deviation = 1.492). This indicates that for some respondents, parental alcoholism negatively impacted their relationship with their parents, hindering communication about school-related challenges. Concerning the statement “I hardly enjoy or struggle to participate in group activities in class,” a moderately low mean score was obtained (Mean = 2.00, Standard Deviation = 1.324). This suggests that parental alcoholism minimally affected their ability to participate in group activities in class. In terms of the statement, “I am not being guided on how to improve on my schoolwork as my parent comes home always drunk,” the mean score on a scale of 1 to 5 was low (Mean = 1.53, Standard Deviation = 1.101), suggesting that parental alcoholism contributed little to a lack of guidance on academic improvement. This finding contradicts studies by Tetteh et al. (2020), Shibiru et al. (2023), and Rochat et al. (2019), which demonstrated the association between parental substance abuse and academic underachievement among students.

Regarding whether taking alcohol makes parents turn chaotic and disrupt family peace, a low mean score was computed (Mean = 1.59, Standard Deviation = 1.139). This indicates that parental alcoholism has a minimal disruptive effect on family dynamics. Concerning whether there is a lack of cultivation of a good parent-child relationship, a low mean score was computed (Mean = 1.78, Standard Deviation = 1.199). On average, respondents disagreed with this statement, indicating that parental alcoholism did not adversely affect the parent-child relationship. Regarding whether respondents' parents use family finance to take alcohol, making it difficult to have basic needs at home, the mean score computed was low (Mean = 1.40, Standard Deviation = 0.958). This suggests that parental alcoholism does not significantly impact the availability of basic needs at home. These findings are inconsistent with studies conducted by Omkarappa and Retala (2019), Şen-Aslan (202), Zuquette, et al. (2019), Shibiru et al. (2023), and Rochat et al. (2019), which all reported negative outcomes on mental health and academic performance due to parental alcoholism.

As pertains whether respondents felt embarrassed by parent's behavior, the mean score computed was low (Mean = 1.89, Standard Deviation = 1.413). This means that on average, respondents agree with this statement, indicating that parental alcoholism leads to feelings of embarrassment. In terms of whether parents are rarely at home, a low mean score was computed (Mean = 1.97, Standard Deviation = 1.385). This means that on average, respondents somehow disagreed with this statement, suggesting that parental alcoholism contributes little to parents being frequently absent from home. Overall, the aggregate score for parental alcoholism was low (Mean = 1.74, Standard Deviation = 0.713), suggesting that respondents perceive parental alcoholism to have a relatively minor influence on their academic performance.

Correlation between Parental Alcoholism and Academic Performance

Pearson correlation was performed to establish whether there was any statistically significant relationship between parental alcoholism composite score and academic performance composite score. Table 4.9 presents the output at $p < .05$.

Table 4.8: *Parental Alcoholism and Academic Performance*

			1	2
Spearman's : 1.	Academic Performance	Correlation Coefficient	1.000	
		Sig. (2-tailed)	.	
		N	269	
2.	Parental Alcoholism	Correlation Coefficient	-.153*	1.000
		Sig. (2-tailed)	.013	.
		N	269	269

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

Table 4.9 shows that a weak but statistically significant negative correlation was obtained between parental alcoholism and academic performance ($r = -.153$, $p < .05$). This suggests that academic performance of the students decreased with increased parental alcoholism. This finding aligns with the literature provided. Multiple studies, such as those by Raitasalo et al. (2020b), Valente et al. (2019), Conegundes et al. (2020), Njoroge and Mwenje (2020), Jokinen et al. (2021), Claude and Cyprien (2022), Shibiru et al. (2023), and Rochat et al. (2019), have all concluded that parental alcoholism negatively affects academic performance.

From the key informant interviews, the overarching theme linking parental alcoholism to academic performance was family dysfunction, which presented through three main sub-themes: financial and resource strain, family dysfunction and psychological stress, and lack of parental support and role model.

Concerning Financial and Resource Strain sub-theme, respondents observed that parental alcoholism often results in financial strain, affecting the family's ability to provide for basic needs and educational resources. As stated by a school principal, "Due to alcoholism, [parents] fails to afford basic needs for students." This strain leads to a lack of funds for essentials like school fees and materials, directly impacting academic performance. Another respondent notes, "Parents use almost all the money in buying alcohol hence they are not able to pay school fees and buying materials required in schools."

With respect to Family Dysfunction and Psychological Stress sub-theme, the key informants opined that alcoholism within families creates a dysfunctional and stressful environment, characterized by conflicts, violence, and emotional distress. Such conflict-prone environments directly affect students' ability to concentrate on academics and can lead to absenteeism. As a guidance and counseling teachers explains, "Drunk parents are the source of conflict and violence in most families." This violence and disruption not only create psychological stress for the adolescents but may also lead to them adopting similar behaviors, exacerbating the situation, as stated by another respondent: "The learners themselves may start to drink which further exacerbates the situation."

As pertains the Lack of Parental Support and Role Model, respondents noted that students from families affected by alcoholism often lack consistent support systems and positive role models, which impacts their academic motivation and performance. As mentioned by a school principal, "Students coming from homes where parents abuse alcohol experience challenges which negatively impact on their academic performance because of disturbed routines, inconsistent support, and emotional distress." Additionally, the absence of proper role models, especially for boys, affects their aspirations and academic achievements, as noted by another

guidance and counseling teacher: "The students who come from affected families lack proper role models, especially the boys."

Influence of Domestic Conflict on Academic Performance

The third objective of the study was to evaluate the influence of domestic conflicts on academic performance among students in public mixed day secondary schools in Juja Sub County. A descriptive analysis of domestic conflict items is first presented and discussed, followed by inferential analysis.

Descriptive Analysis of Parental Conflict Items

Respondents were asked to indicate the extent they agree with statements relating to parental conflict on a 5-point scale where 1-Strongly Disagree, 2-Disagree, 3-Does not Affect, 4=Agree, 5=Strongly agree. Table 4.10 displays the mean and standard deviation scores.

Table 4.9: Parental Conflict Item Statistics

Parental conflict items	Mean	Std. Deviation
There is poor communication in my family hindering me from sharing my experiences in school	2.18	1.436
I never see parents disagree or argue	2.62	1.475
My parents fail to help each other making it difficult to be given all the support I need in school	2.29	1.582
My parents cannot tell I know when they quarrel each other	2.23	1.436
There is no cooperation between my parents making it difficult to be assisted in my schoolwork	2.09	1.417
My parents always argue	3.52	1.560
My parents often criticize and annoy each other in my presence	2.12	1.443
When they argue, they hurt each other with the words they speak to each other	2.24	1.536
My parents have thrown furniture and other household items against each other		1.137
My parents give each other silent treatment after arguing with each other		1.612
I feel unloved as my parents keep on fighting hence, I cannot concentrate in school.		1.378
My parents do not agree on anything most of the time making it hard to resolve a problem		1.470

Parental conflict items	Mean	Std. Deviation
I feel insecure when my parents are in conflicts, failing to remain focused on my academic work	2.25	1.498
I blame myself when my parents are in conflict failing to do my academic work as expected	2.20	1.494
The family disharmony affects my interaction with peer and teachers in school	1.88	1.286
The conflict in my family cause disrespect with my family members affecting my coordination in schoolwork	1.97	1.375
Parental conflict aggregate score	2.23	.749

Respondents disagreed that poor communication in their families hindered their ability to share experiences in school ($M = 2.18$, $SD = 1.436$), indicating they perceived communication within their family to be adequate for sharing their school experiences. In contrast, Şengönül (2022), Mante et al. (2021), and Mwase et al. (2020) found significant positive correlations between parental involvement and academic success. This suggests a divergence in perceptions regarding the impact of communication on academic performance.

Respondents disagreed that they rarely witnessed their parents disagreeing or arguing ($M = 2.62$, $SD = 1.475$), suggesting that parental conflicts were not frequent occurrences in their households. This aligns with findings by Lara and Saracostti (2019) and Sahito and Vaisanen (2020), indicating that parental factors indeed predict academic performance. However, the discrepancy in the frequency of parental conflicts between the current study and the literature suggests variations in family dynamics across different contexts.

Respondents disagreed that their parents failed to help each other, making it difficult to receive the necessary support for schoolwork ($M = 2.29$, $SD = 1.582$), indicating they perceived their parents as adequately supportive despite any conflicts. However, Şengönül (2022) and Mante et al. (2021) found parental involvement significantly predicted adolescents' success in

education. This contradiction highlights potential variations in the perception of parental support and its actual influence on academic performance.

Respondents disagreed that their parents could not tell when they knew about parental quarrels ($M = 2.23$, $SD = 1.436$), suggesting their awareness of parental conflicts was recognized by their parents. Despite this, Sahito and Vaisanen (2020) demonstrated that parental conflict indeed had a negative impact on academic performance. This contradiction underscores the complexity of how adolescents perceive and internalize parental conflicts in relation to their academic experiences.

Respondents disagreed that there was cooperation between their parents, making it difficult to receive assistance in schoolwork ($M = 2.09$, $SD = 1.417$), indicating some level of cooperation in their parents' involvement in their education. This contrasts with Şengönül (2022) and Mante et al. (2021), who found parental involvement significantly predicted academic success. /The discrepancy suggests potential variations in the interpretation of parental cooperation and its impact on academic performance.

Respondents disagreed that their parents always argued ($M = 3.52$, $SD = 1.560$), implying parental conflict wasn't a constant presence in their households. This is consistent with Lara and Saracostti (2019) and Sahito and Vaisanen (2020), who found that parental conflict indeed had a negative impact on academic performance. However, the disagreement in the frequency of parental conflicts between the current study and the literature highlights variations in family dynamics across different contexts.

Respondents disagreed that their parents often criticized and annoyed each other in their presence ($M = 2.12$, $SD = 1.443$), suggesting their parents' behavior was less disruptive than

implied. However, Şengönül (2022), Mante et al. (2021), and Mwase et al. (2020) found that parental involvement and communication significantly predicted academic success. This contradiction underscores potential variations in the perception of parental behavior and its influence on academic performance.

Respondents disagreed that their parents hurt each other with words during arguments ($M = 2.24$, $SD = 1.536$), suggesting verbal conflict was less damaging in their family dynamics. This contrasts with Lara and Saracostti (2019) and Sahito and Vaisanen (2020), who demonstrated that parental conflict indeed had a negative impact on academic performance. The contradiction highlights differing perceptions of the impact of verbal conflict on academic outcomes.

Respondents disagreed that their parents threw furniture and other household items against each other ($M = 1.59$, $SD = 1.137$), indicating physical violence was not common in their parental conflicts. However, Sahito and Vaisanen (2020) demonstrated that parental conflict indeed had a negative impact on academic performance. This contradiction underscores the complexity of how physical conflict is perceived and its influence on academic outcomes.

Respondents disagreed that their parents gave each other the silent treatment after arguing ($M = 2.45$, $SD = 1.612$), suggesting resolution or communication followed conflicts in their family dynamics. This contrasts with Lara and Saracostti (2019) and Sahito and Vaisanen (2020), who found that parental conflict indeed had a negative impact on academic performance. The contradiction highlights differences in the perception of conflict resolution strategies and their impact on academic outcomes.

Respondents disagreed that they felt unloved due to their parents' fighting, affecting their concentration in school ($M = 1.92$, $SD = 1.378$), implying no direct correlation between parental

conflict and feelings of being unloved. This contrasts with Şengönül (2022) and Mante et al. (2021), who found that parental involvement and communication significantly predicted academic success. The contradiction suggests variations in the interpretation of emotional responses to parental conflict.

Respondents disagreed that their parents did not agree on anything most of the time, making it hard to resolve problems ($M = 2.13$, $SD = 1.470$), indicating some level of agreement or conflict resolution capability in their parents. However, Lara and Saracostti (2019) and Sahito and Vaisanen (2020) found that parental conflict indeed had a negative impact on academic performance. The contradiction highlights differing perceptions of the effectiveness of conflict resolution strategies.

Respondents disagreed that they felt insecure when their parents were in conflicts, impacting their focus on academic work ($M = 2.25$, $SD = 1.498$), suggesting parental conflicts didn't significantly impact their sense of security. This contrasts with Lara and Saracostti (2019) and Sahito and Vaisanen (2020), who found that parental conflict indeed had a negative impact on academic performance. The contradiction underscores differences in the perception of the emotional impact of parental conflicts on academic outcomes.

Respondents disagreed that they felt insecure when their parents were in conflicts, impacting their focus on academic work ($M = 2.25$, $SD = 1.498$), suggesting parental conflicts didn't significantly impact their sense of security. This contrasts with Lara and Saracostti (2019) and Sahito and Vaisanen (2020), who found that parental conflict indeed had a negative impact on academic performance. The discrepancy may arise from cultural or contextual differences influencing how adolescents perceive and respond to parental conflicts.

Respondents disagreed that they blamed themselves when their parents were in conflict, failing to meet academic expectations ($M = 2.20$, $SD = 1.494$), indicating they didn't attribute academic struggles directly to parental conflicts. This contrasts with Lara and Saracosti (2019) and Sahito and Vaisanen (2020), who found that parental conflict indeed had a negative impact on academic performance. Possible reasons for this disparity could include variations in family dynamics or coping mechanisms among different populations.

Correlation between Parental Conflict and Academic Performance

Pearson correlation was run to determine whether parental conflict composite score was significantly correlated to academic performance composite score. Table 4.11 presents the output at $p < .05$.

Table 4.10: *Parental Conflict and Academic Performance*

			1	2
Spearman's :	1. Academic Performance	Correlation Coefficient	1.000	
		Sig. (2-tailed)	.	
		N	269	
	2. Parental conflict	Correlation Coefficient	-.081	1.000
		Sig. (2-tailed)	.186	.
		N	269	269

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

Table 4.11 shows that the correlation between parental conflict and academic performance was negative but did not reach statistical significance ($r = -.081$, $p > .05$). That the observed relationship between parental conflict and academic performance could have occurred due to random chance rather than a true underlying association. The finding disagrees with the literature provided, particularly with studies such as Albulescu et al. (2023), Lara and Saracosti (2019), and Sahito and Vaisanen (2020), which demonstrated a significant negative impact of parental conflict on academic performance. This discrepancy could potentially stem from variations in

the methodologies employed across studies, differences in sample characteristics, or unique cultural contexts, all of which may influence the observed relationship between parental conflict and academic performance.

When qualitatively examining how parental conflict affects students' academic achievements in dysfunctional families, three key themes emerge from the provided verbatim statements: Emotional instability and psychological distress, lack of family stability, and behavioral issues and indiscipline.

As pertains the theme of emotional instability and psychological distress, the respondents opined that parental conflict leads to emotional instability and psychological distress in adolescents, which directly impacts their academic performance. Witnessing conflicts, whether verbal or physical, can cause anxiety, fear, and emotional distress, hindering students' ability to concentrate in class. As one respondent states, "Emotional instability on the child hence poor performance." This finding suggests that the emotional toll of parental conflict significantly interferes with students' cognitive abilities and academic engagement.

Concerning the theme of lack of family stability, it was observed that conflict within the family disrupts the stability and foundation necessary for academic success. Students may become disoriented or feel lost due to parental separation or family dislocation, making it difficult for them to focus on their studies. Additionally, financial challenges and lack of proper parental care further exacerbate the situation. As noted by a respondent, "Parental conflict makes students have stress, he/she cannot concentrate in class." This indicates that the disruptive effects of parental conflict extend beyond emotional distress to practical obstacles that impede academic performance.

Regarding behavioral issues and indiscipline as a theme, respondents noted that adolescents from families experiencing conflict may exhibit behavioral issues and indiscipline as they seek recognition or cope with their emotional turmoil. Some students may turn to drugs or engage in disruptive behavior, further affecting their academic performance. As mentioned by one respondent, "Students do not focus on their studies; others get into indiscipline cases e.g. drugs all in the name seeking recognition." This suggests that the manifestation of academic struggles in the form of behavioral issues is often a coping mechanism for students grappling with the effects of parental conflict.

The Role of Student Behavior on Academic Performance

The fourth objective of the study was to assess whether students' behaviors have a significant role in the relationship between dysfunctional families and student academic performance in public mixed day secondary schools in Juja Sub County. This section first presents a descriptive analysis of student behaviors. This is followed by a mediation test to establish the intervening role of student behaviors.

Descriptive Analysis of Student Behaviors Items

Respondents were asked to indicate the extent they agree with statements relating to their conduct in school on a 5-point scale where 1-No Extent, 2-Less Extent 3-Moderately Extent, 4-Great Extent and 5-Very Great Extent. The mean and standard deviation scores for each item is presented in Table 4.12.

Table 4.11: *Mean and Standard Deviation Scores for Student Behavior Items*

Student behavior items	Mean	Std. Deviation
I am unable to complete class work	2.20	1.438
I started being rude to peer and teachers due to status of my fa	1.58	1.141
I failed to take my school duties	1.54	1.158
I started to engage in taking alcohol and other drugs	1.35	.947
I became aggressive towards my peers	1.55	1.027
I started bullying others	1.35	.939
I experience failure to follow school rules and get punished m often	1.57	1.108
I often feel like no one cares anymore	2.14	1.508
I feel lonely and rejected by my parents, school's mates and teachers	1.89	1.433
I feel unworthy, and often avoid playing with people	1.82	1.432
I hate schooling	1.49	1.152
Student behaviors composite score	1.69	.7136

Table 4.12 indicates that students perceive themselves as unable to complete classwork to a lesser extent, with a mean score of 2.20 (SD = 1.438). This suggests that while some struggle with completing classwork, it was not overwhelmingly pervasive. This finding aligns with the idea that adolescents' own attitudes can influence academic success (Delfino, 2019), as even though some students face challenges, their attitudes can still drive their academic performance. use another term also reveals that students perceive themselves as starting to be rude to peers and teachers due to family status to a lesser extent, with a mean score of 1.58 (SD = 1.141). This indicates that while there may be instances of rudeness, it's not a dominant behavior. This finding also supports the notion that adolescents' behaviors can impact their academic success, as even though family dynamics may influence behavior, students can still work to mitigate its effects.

The findings further indicates that students perceive themselves as failing to take their school duties to a lesser extent, with a mean score of 1.54 (SD = 1.158). This suggests occasional lapses in fulfilling school responsibilities rather than consistent neglect. This finding is consistent

with the literature, indicating that students' behaviors can affect their academic performance (Said et al., 2018), as even minor failures in fulfilling duties can influence overall performance. Students perceive themselves as starting to engage in substance use to a lesser extent, with a mean score of 1.35 (SD = 0.947). This implies that while some may have experimented with substances, it's not a widespread issue. This finding contradicts the literature suggesting that dysfunctional family dynamics can lead to negative behaviors such as substance use, highlighting potential differences in context.

The data indicates that students perceive themselves as starting to bully others to a lesser extent, with a mean score of 1.35 (SD = 0.939). This indicates that instances of bullying behavior are relatively infrequent among students. This finding aligns with the literature suggesting that a positive school environment can equip students with resilience against negative impacts (Buzzai et al., 2021), potentially mitigating behaviors like bullying. Additionally, students perceive themselves as experiencing failure to follow school rules and getting punished more often to a lesser extent, with a mean score of 1.57 (SD = 1.108). This suggests occasional rule-breaking behavior leading to punishment rather than a chronic pattern. This finding supports the literature indicating a connection between student indiscipline and academic performance (Badri and Yunus, 2022), as rule-breaking behaviors can impact students' overall performance.

Further results showed that students perceive themselves as often feeling uncared for to a lesser extent, with a mean score of 2.14 (SD = 1.508). This implies that while some students may experience feelings of being uncared for, it's not a pervasive sentiment among all respondents. This finding contradicts the literature suggesting that dysfunctional family dynamics can lead to feelings of loneliness and rejection, highlighting potential contextual differences. Additionally, students perceive themselves as feeling lonely and rejected by various social groups to a lesser

extent, with a mean score of 1.89 (SD = 1.433). This suggests occasional feelings of loneliness and rejection rather than constant isolation. This finding aligns with the literature indicating that a positive school environment can equip students with resilience against negative impacts (Buzzai et al., 2021), potentially mitigating feelings of loneliness and rejection.

The descriptive statistics showed that students perceive themselves as feeling unworthy and often avoiding playing with people to a lesser extent, with a mean score of 1.82 (SD = 1.432). This implies occasional feelings of unworthiness leading to avoidance of social interactions. This finding supports the literature indicating that student behavior plays a mediating role in the association between dysfunctional family circumstances and academic achievements (Badri and Yunus, 2022), as feelings of unworthiness can impact students' social interactions and academic outcomes. Furthermore, students perceive themselves as hating schooling to a lesser extent, with a mean score of 1.49 (SD = 1.152). This suggests some negative attitudes toward schooling but not universal disdain. This finding contrasts with the literature suggesting that dysfunctional family dynamics can impact attitudes toward schooling (Tokan and Imakulata, 2019), highlighting potential contextual differences.

Thematic analysis of key informant interviews revealed variability in behavioral changes, interventions and support in school, and external factors and environmental influences. In terms of Variability in Behavioral Changes, respondents opined that students from dysfunctional families display a wide range of behavioral responses, indicating that the impact of family dysfunction manifests differently in each individual. Some students may internalize their struggles, exhibiting behaviors such as resistance, hopelessness, and withdrawal, while others may seek external coping mechanisms like isolation or substance use. This suggests that there is no uniform response to familial dysfunction among students, highlighting the complexity of their

experiences and the need for personalized support and intervention. The following are verbatim examples:

"Some become resistant, lose hope, isolate from other students, some turn to drugs for consolidation" (Guidance and Counseling Teacher Respondent #1).

"Some become withdrawn while others develop disciplinary issues" (School Principal Respondent #1).

"Some change while others do not. Some may become deviant and disobedient; others may become withdrawn" (School Principal Respondent #2).

"In most cases, there are students who are unruly and engage in premature sexual activities. Early marriages are common among them" (Guidance and Counseling Respondent #4).

The findings agree with Resilience Theory which according to Abdulla et al. (2020) acknowledges that individuals respond to adverse conditions, such as family dysfunction, in varied ways based on their unique characteristics, experiences, and available resources. The observed variability in behavioral changes among students from dysfunctional families aligns with the theory's emphasis on diverse individual responses to stressors. This variability underscores the importance of recognizing that resilience is not a one-size-fits-all concept but rather a complex, individualized process. The identification of different coping mechanisms and behavioral responses further supports the need for personalized support and interventions, which is a core tenet of resilience theory.

As pertains to the theme of Intervention and Support, respondents indicated that schools play a critical role in addressing the behavioral challenges faced by students from dysfunctional families by providing guidance, counseling, and practical support. These interventions aim to help students cope with the stressors and disruptions stemming from their home environments,

fostering resilience and enabling them to navigate academic and personal challenges more effectively. The presence of dedicated departments for counseling and student welfare underscores the recognition of the specific needs of these students and the commitment to supporting their holistic development. This was evident in the following verbatim excerpts:

“Through guiding them, counseling them, listening to them, and encouraging them to keep pushing” (Guidance and Counseling Respondent #2).

"We have a guidance and counseling department which assists students with how to cope with stress. We also have a student welfare department which assists students from such families in paying school fees hence end up performing well" (School Principal Respondent #5).

"They look at life differently after going through counseling sessions and accept themselves" (Guidance and Counseling Respondent #4)

This findings also agree with Resilience theory as articulated by Appolloni et al. (2021) that the theory emphasizes the role of external support systems in fostering individuals' ability to adapt and thrive despite adversity. The described interventions and support provided by schools such as guidance, counseling, and practical support align with the theory's focus on protective factors that enhance resilience. By addressing the behavioral challenges and stressors faced by students from dysfunctional families, these interventions help mitigate the negative impact of their home environments, thereby promoting resilience. The presence of dedicated departments for counseling and student welfare highlights a systematic approach to recognizing and addressing the specific needs of these students, reinforcing the theory's view that resilience can be nurtured through targeted support and resources.

As pertains External Factors and Environmental Influences as a theme, respondents noted that behavioral changes observed in students from dysfunctional families are often influenced by

external stressors and environmental factors beyond their control. These include financial strain, family conflicts, and unstable living situations, which can significantly impact students' ability to engage effectively in school. The following were the verbatim statements:

"The success of every child is dependent on the family he/she is coming from" (School Principal Respondent #6)

"With intervention from teachers and guidance from guidance and counseling teachers, there is always a change in behavior i.e., drug abuse lessens, and self-esteem restored" (Guidance and Counseling Respondent #10).

The statements suggest that students from dysfunctional families may face additional hurdles in maintaining academic focus and positive peer relationships due to the disruptive effects of their home environments. This finding agrees with the results of a study by Wami et al. (2021) which investigated the correlation between family stability and academic performance among secondary school students in Nigeria and reported that family disruption negatively affects the academic performance of secondary school students. This impact is attributed to the uncertainty of students' school attendance due to family disruptions. This underscores the importance of considering broader contextual factors when supporting these students and implementing targeted interventions to address their unique needs.

Inferential Analysis of Intervening Role in Student Behaviors

A mediation analysis was conducted to explore the potential intervening role of student behaviors in the relationship between family dysfunction and academic performance. The analysis was conducted using linear regression modelling, following the steps outlined by Hayes (2017). Accordingly, the first step was to undertake regression analysis to examine the relationship between the independent variable (family dysfunction) and the dependent variable

(academic performance) without considering student behaviors as a potential mediator. The output is presented in Table 4.13.

Table 4.12: *Regression of Academic Performance on Family Dysfunction*

Model Summary					
Model	Sum of Squares	df	Mean Square	F	Sig.
1					.89978
a. Predictors: (Constant), Family Dysfunction					
ANOVA ^a					
1 Regression	3.329	1	3.329	4.112	.044 ^b
Residual	216.164	267	.810		
Total	219.493	268			
a. Dependent Variable: Academic Performance					
b. Predictors: (Constant), Family Dysfunction					
Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	3.282	.173		18.941	.000
Family Dysfunction	-.078	.039	-.123	-2.028	.044

a. Dependent Variable: Academic Performance

Table 4.13 shows that the total effect of family dysfunction on academic performance was found to be significant ($\beta = -.123$, $p < .05$, $R^2 = 0.15$, $F(1, 267) = 4.112$, $p < .05$), indicating that family dysfunction significantly predicts academic performance. The coefficient of determination (R^2) represents the proportion of variance in academic performance that can be explained by family dysfunction. In this analysis, approximately 15% of the variance in academic performance is accounted for by family dysfunction. While this suggests that family dysfunction explains a modest portion of the variability in academic performance, it's important to note that other factors not included in the model may also contribute to academic performance.

The finding agrees with the foundational principles of Family Systems Theory, highlighting a significant association between family dysfunction and academic performance.

Family Systems Theory posits families as dynamic and interconnected systems, wherein individual behaviors and interactions mutually influence family functioning (Daks et al., 2020; Furstenberg, 2020). The present research guided by Family Systems Theory has demonstrated the significant influence of family dysfunction on academic performance, underscoring the theory's relevance in understanding the impact of dysfunctional family dynamics on academic outcomes (Albulescu et al., 2023). Thus, the reported finding corroborates the notion that family dynamics play a critical role in shaping students' academic performance.

The second step was to regress student behaviors on family dysfunction as presented in Table 4.14.

Table 4.13: *Regression of Student Behaviors on Family Dysfunction*

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.468 ^a	.219	.216	.63199		
a. Predictors: (Constant), Family Dysfunction						
ANOVA ^a						
Model	Sum of Squares		df	Mean Square	F	Sig.
1 Regression	29.753		1	29.753	74.492	.000 ^b
Residual	106.242		266	.399		
Total	135.995		267			
a. Dependent Variable: Student Behaviors						
b. Predictors: (Constant), Family Dysfunction						
Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	.695	.122			5.705	.000
Family Dysfunction	.234	.027	.468		8.631	.000

a. Dependent Variable: Student Behaviors

From Table 4.14, it is evident that family dysfunction significantly predicts student behaviors, as the total effect was found to be significant ($\beta = .468$, $p < .01$, $R^2 = 0.219$, $F(1, 267) = 74.492$, $p < .01$). The coefficient of determination (R^2) indicates that 21.9% of the variance in student behaviors can be explained by family dysfunction. However, it is essential to recognize that since 79.1% of student behaviors were not explained by the model, other unaccounted factors may also contribute to student behaviors. The finding is in line with research by Said et al. (2018), which demonstrated a significant association between student indiscipline and poor academic performance in Pakistan. This study indicates that family dysfunction can directly impact student behaviors, potentially affecting academic outcomes.

The third step was to test the predictive power of family dysfunction while holding student behavior constant as shown in Table 4.15.

Table 4.14: *Test of Mediation Effect of Student Behaviors*

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.133 ^a	.018	.010	.89866		
a. Predictors: (Constant), Student Behaviors, Family Dysfunction						
ANOVA ^a						
Model	Sum of Squares		df	Mean Square	F	Sig.
1 Regression	3.830		2	1.915	2.371	.095 ^b
Residual	214.013		265	.808		
Total	217.843		267			
a. Dependent Variable: Academic Performance						
b. Predictors: (Constant), Student Behaviors, Family Dysfunction						
Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
(Constant)	3.222	.183			17.571	.000
Family Dysfunction	-.095	.044	-.150		-2.175	.031
Student Behaviors	.080	.087	.063		.918	.360

a. Dependent Variable: Academic Performance

When examining the mediation model, student behaviors did not significantly predict academic performance ($\beta = -.063$, $p > .05$), failing to provide evidence for mediation effect. However, family dysfunction significantly predicted student behaviors ($\beta = -.150$, $p < .05$), supporting its direct effect on academic performance. Thus, student behaviors do not significantly mediate the relationship between family dysfunction and academic performance. This finding deviates from the literature on resilience theory, particularly from the perspectives presented by Abdulla et al. (2020), Appolloni et al. (2021), and Trigueros et al. (2019). While the theory emphasizes the pivotal role of protective factors in fostering resilience and positive adaptation in the face of adversity, the finding suggests that student behaviors did not significantly predict academic performance in the context of family dysfunction. This discrepancy may be explained by the possibility that the absence of protective factors outlined in resilience theory.

Chapter Summary

This chapter has presented the results and discussion based on the study objectives and research questions. The chapter has provided and discussed both descriptive statistics and inferential analysis considering existing literature. These have been further corroborated by thematic analysis of key informant interviews. In the next chapter, the key findings are summarized, and the implications discussed.

Chapter Five: Summary of Findings, Implications, Conclusions and Recommendations

Introduction

The purpose of the study was to examine the influence of dysfunctional families on academic performance among students in public mixed day secondary school in Juja Sub County, Kiambu County, Kenya. This chapter summarizes the key findings of the study, discusses the practical and theoretical implications, and makes recommendations in light of the established results. The key conclusions of the study and suggestions for future research are presented at the end of the chapter.

Summary of Key Findings

The key findings were summarized for each objective as follows:

The first objective of the study was to evaluate the influence of parental separation and divorce on academic performance among students in public mixed day secondary schools in Juja Sub County of Kiambu County, Kenya. Cross-tabulation analysis revealed that a higher proportion (68.2%) of respondents whose parents/guardians were divorced or separated reported low academic performance than the proportion of respondents whose parents had intact marriages (53.3%). The chi-square test of association indicated a significant relationship between parental divorce/separation and academic performance, $\chi^2 (1) = 5.352, p < .05$. The main theme that emerged from key informant interviews was the significant negative impact of parental separation/divorce on the academic performance of learners, thereby corroborating the quantitative findings. This is presented in four main sub-themes: psychological distress and emotional instability, academic disengagement and poor performance, financial challenges and material hardship, and behavioral issues and indiscipline.

The second objective of the study was to determine the influence of parental alcoholism on academic performance among students in public mixed day secondary schools in Juja Sub County. The aggregate score for parental alcoholism was low (Mean = 1.74, Standard Deviation = 0.713), suggesting that respondents perceive parental alcoholism to have a relatively minor influence on their academic performance. A weak but statistically significant negative correlation was obtained between parental alcoholism and academic performance ($r = -.153$, $p < .05$). From the key informant interviews, the overarching theme linking parental alcoholism to academic performance was family dysfunction, which presented through three main sub-themes: financial and resource strain, family dysfunction and psychological stress, and lack of parental support and role model.

The third objective of the study was to evaluate the influence of domestic conflicts on academic performance among students in public mixed day secondary schools in Juja Sub County. On a 5-point scale, parental conflict on aggregate was low (mean=2.23, standard deviation= .749). The correlation between parental conflict and academic performance was negative but did not reach statistical significance ($r = -.081$, $p > .05$). Three key themes emerged from qualitative analysis: emotional instability and psychological distress, lack of family stability, and behavioral issues and indiscipline.

The fourth objective of the study was to assess the contribution of students' behaviors in the relationship between dysfunctional families and student academic performance in public mixed day secondary schools in Juja Sub County. Descriptive statistics indicated that the student behaviors score on aggregate was low (mean=1.69, standard deviation=.7136). The total effect of family dysfunction on academic performance was found to be significant ($\beta = -.123$, $p < .05$, $R^2 = 0.15$, $F(1, 267) = 4.112$, $p < .05$), indicating that family dysfunction significantly predicts

academic performance. Further, family dysfunction significantly predicts student behaviors, as the total effect was found to be significant ($\beta = .468$, $p < .01$, $R^2 = 0.219$, $F(1, 267) = 74.492$, $p < .01$). When examining the mediation model, student behaviors did not significantly predict academic performance ($\beta = -.063$, $p > .05$), failing to provide evidence for mediation effect. Thematic analysis of key informant interviews revealed variability in behavioral changes, interventions and support in school, and external factors and environmental influences.

Implications

The study's findings highlight the importance of recognizing and addressing the impact of parental separation or divorce on students' academic performance. The findings align with the tenets of Family Systems Theory, which posits that disruptions within the family unit can have ripple effects on individual members. The study provides empirical evidence of how parental divorce or separation can impact students' academic performance, highlighting the interconnectedness of family dynamics and educational outcomes.

The study findings also identify parental alcoholism as a risk factor for adverse outcomes in adolescents' development, including academic achievement. Understanding these underlying mechanisms through which parental alcoholism influences academic performance can inform interventions and support. The study findings align with Ecological Systems Theory, which emphasizes the impact of various environmental systems, including the family, on individual development. Domestic conflicts within the family system can disrupt students' academic performance by creating emotional distress and instability.

The study underscores the complex interplay between family dysfunction, student behaviors, and academic performance. The study highlights the importance of considering multiple levels of influence, including family, school, and community, in understanding and addressing student

behaviors and academic performance. Interventions should take into account the complex interplay of factors within the social ecological framework.

Conclusions

The influence of parental separation and divorce on academic performance was starkly evident in the study, with a significant association between parental divorce/separation and lower academic achievement among students. The quantitative analysis, supported by qualitative insights, underscores the detrimental impact of family breakdown on students' educational outcomes. Psychological distress, academic disengagement, financial challenges, and behavioral issues emerged as key factors exacerbating this relationship.

While parental alcoholism was perceived to have a relatively minor influence on academic performance, the study highlights its connection to broader familial dysfunction. Financial strain, psychological stress, and lack of parental support were identified as prominent themes, collectively contributing to academic challenges among students. Although the correlation between parental alcoholism and academic performance was weak, the qualitative insights shed light on the underlying mechanisms linking alcoholism to educational outcomes, emphasizing the need for comprehensive interventions addressing family dynamics to support students affected by parental alcoholism.

The study has provided perspectives into the influence of domestic conflicts on academic performance, revealing a weak correlation between parental conflict and educational outcomes. However, qualitative analysis elucidates the disruptive potential of domestic conflicts, manifesting in emotional instability, lack of family stability, and behavioral issues among students. Despite the statistical insignificance, these findings underscore the need for proactive

measures to address familial conflicts and provide support to students navigating challenging home environments to enhance their academic success.

The study assessed the intervening role of student behaviors in the relationship between dysfunctional families and academic performance, revealing significant direct effects of family dysfunction on both student behaviors and academic performance. However, contrary to expectations, student behaviors did not significantly mediate the relationship between dysfunctional families and academic performance, indicating that other factors beyond student behaviors may play a more direct role in influencing scholastic outcomes. The qualitative analysis underscored the importance of considering external factors and environmental influences.

Recommendations

The study makes four key recommendations thus:

- i. Educators and school administrators should be equipped with training and resources to recognize and support students experiencing difficulties related to parental separation or divorce. Implementing targeted interventions, such as counseling services and support groups, can help mitigate the negative impact on academic performance and overall well-being. They should adopt trauma-informed practices to support students experiencing emotional instability and psychological distress due to domestic conflicts. Training for educators and staff on recognizing and responding to trauma can create a more supportive learning environment.
- ii. The government needs to strengthen support systems within public mixed day secondary schools to address the academic challenges faced by students from divorced or separated

families. This includes counseling services, academic support programs, and resources to mitigate the negative impacts highlighted in the study.

iii. Family therapists should come up with family-centered interventions that address not only the academic needs of students but also the underlying family dynamics contributing to parental alcoholism. Collaboration initiated by marriage and family therapists and spearheaded by guidance and counselling teachers between schools, families, and relevant community organizations is essential to address the multifaceted challenges faced by students from divorced or separated families. By fostering open communication and coordination, stakeholders can work together to provide comprehensive support tailored to the needs of affected students.

iv. The members of the community in Juja sub-County should establish accessible resources for families struggling with alcoholism, including support groups, counseling services, and financial assistance programs. Strengthening community networks can enhance the resilience of families and mitigate the adverse effects of parental alcoholism on adolescents' academic performance. Interventions should focus on addressing underlying issues contributing to domestic conflicts and promoting healthy family relationships. Policies should prioritize the development of holistic support frameworks that address both family dysfunction and student behaviors within educational settings.

Areas for Further Research

Further research areas are proposed as follows:

i. Further research could delve deeper into the specific mechanisms through which parental separation and divorce impact academic performance among students. This could involve longitudinal studies to track academic trajectories over time, considering factors such as

the duration of parental separation, the quality of co-parenting relationships, and the presence of support networks for adolescents of divorced or separated parents.

Additionally, exploring the effectiveness of interventions aimed at mitigating the negative effects of parental separation on academic outcomes could provide valuable insights for policymakers and educators.

- ii. Secondly, future research could also explore the nuances of the relationship between parental alcoholism and academic performance, considering factors such as the severity and duration of parental alcohol abuse, the presence of other forms of family dysfunction, and the role of protective factors in buffering against adverse outcomes. Comparative studies across different socio-cultural contexts could enhance understanding of the universal and context-specific impacts of parental alcoholism on academic outcomes.
- iii. There is a need for qualitative studies to explore the subjective experiences of students navigating familial conflicts and the coping mechanisms they employ to mitigate their impact on academic achievement.

References

- Abrantes, L. F., & Casinillo, L. F. (2020). The impact of broken homes on students' academic performance. *Indonesian Journal of Educational Research and Review*, 3(3), 113-122.
- Adeniji, E. O., & Adegbite, S. B. (2020). Perceived effects of parental conflicts on mental health of senior secondary school students in Odeda local government, Ogun State, Nigeria. *Keffi Journal of Counselling and Psychotherapy*, 1 (1), 298-309.
- Adetutu, M. R., & Adebayo, M. A. (2021). Family challenges and academic performance of secondary school students in Rivers State, Nigeria. *International Journal of Research in Education and Sustainable Development*, 1(6), 29-41
- Adika, B. R. (2020). Perceived Teacher Related Factors Influencing Academic Performance among Public Secondary School Students in Suba Sub-County, Homa Bay County, Kenya (Doctoral dissertation, Maseno University, Kenya).
- Adofo, P. Y., & Etsey, Y. K. A. (2021). Social Adaptability of Adolescent Students from Divorce Homes in various Religious Backgrounds in Ghana. *Journal of Psychology*, 9(1), 1-8.
- Agusiobo, H. C., & Agukwe-Oluoma, C. (2023). Influence of Divorce on the Academic Performance of Primary School Pupils in Enugu East Local Government Area of Enugu State, Nigeria. *Godfrey Okoye University International Journal of Education*, 3(1), 102-108.
- Ajayi, A. I., Owolabi, E. O., & Olajire, O. O. (2019). Alcohol use among Nigerian university students: prevalence, correlates and frequency of use. *BMC public health*, 19, 1-11.

- Albulescu, I., Labar, A. V., Manea, A. D., & Stan, C. (2023). The Mediating role of anxiety between parenting styles and academic performance among primary school students in the context of sustainable education. *Sustainability*, 15(2), 1539. <https://doi.org/10.3390/su15021539>
- Amani, M., Nazifi, M., & Sorkhabi, N. (2020). Parenting styles and academic achievement of early adolescent girls in Iran: Mediating roles of parent involvement and self-regulated learning. *European Journal of Psychology of Education*, 35, 49-72.
- Amone-P'Olak, K., & Letswai, N. K. (2020). The relationship between adverse childhood experiences and depression: A cross-sectional survey with university students in Botswana. *South African Journal of Psychiatry*, 26, 1-8.
- Amone-P'Olak, K., & Letswai, N. K. (2020). The relationship between adverse childhood experiences and depression: A cross-sectional survey with university students in Botswana. *South African Journal of Psychiatry: SAJP: the Journal of the society of Psychiatrists of South Africa*, 26, 1444. <https://doi.org/10.4102/sajpsychiatry.v26i0.1444>
- Amsrud, K. E., Lyberg, A., & Severinsson, E. (2019). Development of resilience in nursing students: A systematic qualitative review and thematic synthesis. *Nurse Education in Practice*, 41, 102621.
- Andrew, C. T., & Segun, O. O. (2019). Investigating the effects of parental divorce on academic performance of young people. *Bangladesh e-Journal of Sociology*, 16(1), 197-109.
- Anyiam, C. M., & Nwankwo, C. C. (2021). Psychosocial factors of family stress and its consequences among secondary school students in Nigeria. *Sapientia Foundation Journal of Education, Sciences and Gender Studies*, 3(1), 119-126.

Appolloni, A., Colasanti, N., Fantauzzi, C., Fiorani, G., & Frondizi, R. (2021). Distance learning as a resilience strategy during Covid-19: An analysis of the Italian context. *Sustainability*, 13(3), 1388. <https://doi.org/10.3390/su13031388>

Aryani, E., Hadi, A., Ningsih, R., Saputri, N. S. D., Laras, P. B., & Nurbaiti, A. T. (2023, April).

Self-regulation and Resilience in Adolescents in Divorced Families. In 1st Annual International Conference: A transformative Education: Foundation & Innovation in Guidance and Counseling (AICGC 2022) (pp. 65-72). Atlantis Press.

Awino, B. A., Kirimi, F., & Nyambura, S. (2022). Prevalence and Genderisation of single-parent families as a correlate of students' academic performance in selected secondary schools in Nakuru County, Kenya. *International Journal of Innovative Research and Advanced Studies (IJIRAS)*, 9(10), 45-53.

Badri. Z. S. K., & Yunus, W. M. A. (2022). The relationship between academic vs. family/personal role conflict and Malaysian students' psychological wellbeing during COVID-19 lockdown. *Journal of Further and Higher Education*, 46(1), 76-88. <https://doi.org/10.1080/0309877X.2021.1884210>

Bago, B. A. (2022). Effect of Single Parenthood in Students' Academic Performance; A Case of Selected Secondary Schools in Bitereko Sub County Mitooma District. *IAA Journal of Social Sciences (IAA-JSS)*, 8(1), 216-226.

Bahar, M., & Aksut, P. (2020). Investigation on the effects of activity-based science teaching practices in the acquisition of problem-solving skills for 5-6-year-old pre-school adolescents. *Journal of Turkish Science Education*, 17(1), 22-39.

Balogun, O. O., Aderinto, I. D., Balogun, T. A., & Education, O. I. (2023). Psychological influence of parental separations and divorce on student's academic performance in some

selected secondary schools in Ogun State. *Edumania-An International Multidisciplinary Journal*, 1 (3), 27-39. <https://doi.org/10.59231/edumania/8993>

Bergmann, C., Muth, T., & Loerbroks, A. (2019). Medical students' perceptions of stress due to academic studies and its interrelationships with other domains of life: a qualitative study. *Medical education online*, 24(1), 1603526.

<https://doi.org/10.1080/10872981.2019.1603526>

Bester, G., & Kuyper, N. (2020). The influence of additional educational support on poverty-stricken adolescents' resilience and academic performance. *Africa Education Review*, 17(3), 158-174.

Biemer, P. P., de Leeuw, E. D., Eckman, S., Edwards, B., Kreuter, F., Lyberg, L. E., Mathiowetz, N. A., & Stern, S. H. (2017). *Total Survey Error: Design, Implementation, and Evaluation*. John Wiley & Sons.

Brand, J. E., Moore, R., Song, X., & Xie, Y. (2019). Why does parental divorce lower adolescents' educational attainment? A causal mediation analysis. *Sociological Science*, 6, 264-292. doi:10.15195/v6.a11

Buzzai, C., Filippello, P., Caparello, C., & Sorrenti, L. (2022). Need-supportive and need-thwarting interpersonal behaviors by teachers and classmates in adolescence: The mediating role of basic psychological needs on school alienation and academic achievement. *Social Psychology of Education*, 25(4), 881-902.

Buzzai, C., Filippello, P., Costa, S., Amato, V., & Sorrenti, L. (2021). Problematic internet use and academic achievement: A focus on interpersonal behaviours and academic engagement. *Social Psychology of Education*, 24, 95-118.

- Claude, N. J., & Cyprien, S. (2022). Investigating the Causes of School Dropout in Nine Years Basic Education Schools in Rwanda and Their Possible Solutions: A Case of Rutsiro District (No. 2022-41-14).
- Conegundes, L. S. O., Valente, J. Y., Martins, C. B., Andreoni, S., & Sanchez, Z. M. (2020). Binge drinking and frequent or heavy drinking among adolescents: prevalence and associated factors. *Jornal de pediatria*, 96, 193-201.
- Crespin-Boucaud, J., & Hotte, R. (2021). Parental divorces and adolescents' educational outcomes in Senegal. *World Development*, 145, 105483.
- D'Aniello, C., Tambling, R., Russell, B., & Smith, M. (2021). Predictive factors of college student willingness to alter substance use behavior: An investigation of the role of parental relationships. *Alcoholism Treatment Quarterly*, 39(4), 455-470.
- Dagogo, H.B. (2020). The student behavior and its relationship on academic achievement: A Study of Nigeria High Schools. *International Journal of Social Science and Humanities Research*, 8 (4), 93-107. <https://www.researchpublish.com/upload/book/paperpdf-1603788630.pdf>
- Daklallah, M. (2022). *Attachment Style, Self-esteem, and Locus of Control in Adult Adolescents of Divorce* (Doctoral dissertation, Mahdi Daklallah University of Michigan).
- Daks, J.S. Peltz, S.J. Rogge, D.R. (2020). Psychological flexibility and inflexibility as sources of resiliency and risk during a pandemic: Modeling the cascade of COVID-19 stress on family systems with a contextual behavioral science lens. *Journal of Contextual Behavioral Science*, 18, 16-7. <https://doi.org/10.1016/j.jcbs.2020.08.003>
- Delfino, A. P. (2019). Student engagement and academic performance of students of Partido State University. *Asian Journal of University Education*, 15(1), 1-16.

- Deng Y. Cherian, J. Khan N.U.N. Kumari, K. Sial, M.S. Comite, U. Gavurova, B. and Popp, J. (2022). Family and academic stress and their impact on students' depression level and academic performance. *Front. Psychiatry* 1, 1-13.
<https://doi.org/10.3389/fpsyt.2022.869337>
- Doyle, L., McCabe, C., Keogh, B., Brady, A., & McCann, M. (2020). An overview of the qualitative descriptive design within nursing research. *Journal of Research in Nursing*, 25(5), 443-455. <https://doi.org/10.1177/1744987119880234>
- Dube, N. (2021). *The philosophy of ubuntu in secondary schools in the Gweru District of Zimbabwe: a critical reflection* (Doctoral dissertation, Unisa University of South Africa).
- Ekeanya, B. E., Adeniyi, S. O., & Longe, O. O. (2023). Effectiveness of Acceptance-Commitment and Rational Emotive Behaviour Therapies on Self-Esteem of Adolescents from Broken Homes in Ogun State, Nigeria. *International Journal of Educational Research*, 12(1), 35-46.
- Eyiah-Bediako, S., Quansah, F., Omotosho, J. A., & Hagan Jr, J. E. (2021). Assessment of peer pressure and sexual adventurism among adolescents in Ghana: The moderating role of child-rearing practices. *Social Sciences*, 10(11), 418.
<https://doi.org/10.3390/socsci10110418>
- Ferguson, C. J. (2021). Video games and youth violence: What does the research say? *Journal of Communication*, 71(4), 553-577. <https://doi.org/10.1093/joc/jqab009>
- Filippello, P., Buzzai, C., Costa, S., & Sorrenti, L. (2019). School refusal and absenteeism: Perception of teacher behaviors, psychological basic needs, and academic achievement. *Frontiers in Psychology*, 10, 1471.
<https://doi.org/10.3389/fpsyg.2022.874031>

- Freire, B. R., Castro, P. A. S. V. D., & Petroianu, A. (2020). Alcohol consumption by medical students. *Revista da Associação Médica Brasileira*, 66, 943-947.
- Freyhofer, S., Ziegler, N., de Jong, E. M., & Schippers, M. C. (2021). Depression and anxiety in times of COVID-19: How coping strategies and loneliness relate to mental health outcomes and academic performance. *Frontiers in Psychology*, 12, 682684. <https://doi.org/10.3389/fpsyg.2021.682684>
- Furstenberg, F. F. (2019). Family change in global perspective: How and why family systems change. *Family Relations*, 68(3), 326-341. <https://doi.org/10.1111/fare.12361>
- Gachenia, L., & Mwenje, M. (2020). Effectiveness of school counseling programs on academic achievement of secondary school students in Kiambu County, Kenya. *International Journal of Education, Psychology and Counselling (IJEPC)*, 5(35), 58-64.
- Ganesha, H.R. & Aithal P. S. (2022). Why is it Called Doctor of Philosophy and Why Choosing Appropriate Research Philosophical Paradigm is Indispensable During Ph.D. Program in India? *International Journal of Philosophy*, 1(1), 42-58.
- Garcia-Retamero, R., Cokely, E. T., & Wicki, B. (2022). Cognitive styles predict misinformation susceptibility in the COVID-19 pandemic. *Journal of Experimental Psychology: Applied*, 28(1), 1-15. <https://doi.org/10.1037/xap0000344>
- Garriga, A., & Pennoni, F. (2022). The causal effects of parental divorce and parental temporary separation on adolescents' cognitive abilities and psychological well-being according to parental relationship quality. *Social Indicators Research*, 161(2-3), 963-987. <https://doi.org/10.1007/s11205-020-02428-2>
- Georgiades, K., Duncan, L., Wang, L., Comeau, J., Boyle, M. H., & 2014 Ontario Child Health Study Team. (2019). Six-month prevalence of mental disorders and service contacts

among adolescents and youth in Ontario: evidence from the 2014 Ontario Child Health Study. *The Canadian Journal of Psychiatry*, 64(4), 246-255.

<https://doi.org/10.1177/0706743719830024>

Gustems-Carnicer, J., Calderón, C., & Calderón-Garrido, D. (2019). Stress, coping strategies, and academic achievement in teacher education students. *European Journal of Teacher Education*, 42(3), 375-390. <https://doi.org/10.1080/02619768.2019.1576629>

Guyer, A. E. (2020). Adolescent psychopathology: The role of brain-based diatheses, sensitivities, and susceptibilities. *Child Development Perspectives*, 14(2), 104-109. <https://doi.org/10.1111/cdep.12365>

Hassan, M. (2017). Effects of marital conflicts on academic performance among primary school pupils in Temeke district, Dar es Salaam region. Master's degree dissertation: Dar es Salaam University, Tanzania.

Hayes, A. F. (2017). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach*. Guilford Press.

Hossain, M. M., & Purohit, N. (2019). Improving child and adolescent mental health in India: Status, services, policies, and way forward. *Indian Journal of Psychiatry*, 61(4), 415.

Htet, H., Saw, Y. M., Saw, T. N., Htun, N. M. M., Lay Mon, K., Cho, S. M., ... & Hamajima, N. (2020). Prevalence of alcohol consumption and its risk factors among university students: A cross-sectional study across six universities in Myanmar. *PLoS One*, 15(2), e0229329, 1-20.

Hussein, A.M. Aslam, Z. & Riaz, A. (2022). Impact of family conflicts on the academic performance and interpersonal relationship of students in public secondary schools, district Rahim Yar Khan. *Impact*, 5 (2), 637-654.

Ijeoma, I. O. F., Ahmed, A. O., Francisca, F. U. U., & Onyinyechi, O. A. (2023). Counsellors perceived the influence of parental divorce on social behavior and interpersonal relationships of secondary school adolescents in Awka Education Zone. *Journal of Theoretical and Empirical Studies in Education*, 8(1), 188-198.

Innocent, S., & Andala, H., O. (2021). Relationship between students' discipline and academic performance in secondary schools in Rwanda. *Journal of Education*, 4(7), 20-37.

<https://doi.org/10.53819/810181025021>

Iqbal, M., Khalid, M. S., Rehman, N., & Yanping, L. (2021). Parental divorce: Impact on socio-psychological behavior and academic performance of students in teacher's perception. *Journal of Divorce & Remarriage*, 62(6), 475-492.

<https://doi.org/10.1080/10502556.2021.1925854>

Ismail, I.A. Pernadi, L.N. and Febriyanti, A. (2022). How to grab and determine the size of the sample for research. *International Journal of Academic and Applied Research (IJAAR)*, 6 (9), 88-92.

Issah, A. (2019). The effects of divorce on adolescents education: A case study of Walewale in the northern region of Ghana. *European Journal of Education Studies*.

Jabbour, N., Abi Rached, V., Haddad, C., Salameh, P., Sacre, H., Hallit, R., ... & Hallit, S. (2020). Association between parental separation and addictions in adolescents: results of a National Lebanese Study. *BMC Public Health*, 20(1), 1-8.

<http://dx.doi.org/10.6084/m9.figshare.13726210.v1>

Jackson, K. M., Merrill, J. E., Stevens, A. K., Hayes, K. L., & White, H. R. (2021). Changes in alcohol use and drinking context due to the COVID-19 pandemic: a multimethod study

of college student drinkers. *Alcoholism: Clinical and Experimental Research*, 45(4), 752-764. <https://doi.org/10.1111/acer.14574>

Jennie B. E., Moore, R. Song, X. and Xie, Y. (2019). “Why Does Parental Divorce Lower Adolescents’ Educational Attainment? A Causal Mediation Analysis.” *Sociological Science* 6, 264-292

Jirout, J., LoCasale-Crouch, J., Turnbull, K., Gu, Y., Cubides, M., Garzione, S., ... & Kranz, S. (2019). How lifestyle factors affect cognitive and executive function and the ability to learn in adolescents. *Nutrients*, 11(8), 1-29. <http://dx.doi.org/10.3390/nu11081953s>

Joubert, C., & Hay, J. (2019). Capacitating postgraduate education students with lay counselling competencies via the culturally appropriate biblio-therapeutic Read-me-to-Resilience intervention. *South African Journal of Education*, 39(3), 1-13.

<https://doi.org/10.15700/saje.v39n3a1543>

Józsa, K., Kis, N., & Barrett, K. C. (2019). Mastery motivation, parenting, and school achievement among Hungarian adolescents. *European Journal of Psychology of Education*, 34, 317-339.

Julia, M. N. (2021). Broken home and academic performance among junior secondary school home economics students in Kabusa educational community, federal capital territory, Abuja, Nigeria. *Prestige Journal of Education*, 4(2), 153-163.

Kaggwa, M. M., Muwanguzi, M., Najjuka, S. M., Nduhuura, E., Kajjimu, J., Mamun, M. A., ... & Griffiths, M. D. (2022). Risky sexual behaviours among Ugandan university students: A pilot study exploring the role of adverse childhood experiences, substance use history, and family environment. *PLoS one*, 17(11), e0277129.

- Kalmijn, M. (2020). Feelings of guilt in the family: The case of divorced parents. *Divorce in Europe: New insights in trends, causes and consequences of relation break-ups*, 271-289.
- Kamanderi, M. Muteti, J. Okioma, V. & Kimani, S. (2020). Effects of environment and parenting practices on alcohol use among primary school pupils in Kenya. *African Journal of Alcohol and Drug Abuse* 3, 42-57. <https://scholar.google.com/citations>.
- Karande, S., Bhavani, S., Gogtay, N. J., Shiledar, M. P., Kelkar, S., & Oke, A. S. (2022). Do school students with specific learning disabilities have lower emotional intelligence abilities? A cross-sectional questionnaire-based study in Mumbai, Maharashtra, India. *Journal of Postgraduate Medicine*, 68(1), 24.
https://doi.org/10.4103%2Fjpgm.jpgm_834_21
- Karanja, M. (2022). Relationship Between Parental Conflict and Academic Performance of Adolescent Girls in Sample Public Girls' Secondary Schools in Nairobi County, (Doctoral dissertation, University of Nairobi, Kenya).
- Karimi, J.W. Kweni, A.J. & Anika, A. (2020). Indiscipline and Academic Achievement Among Secondary School Students in Kilifi County, Kenya: A Correlational Study. *Journal of Education and Practice*, 11 (11), 128-136. DOI: 10.7176/JEP/11-12-15
- Karimi, Z., Taheri-Kharamah, Z., & Sharififard, F. (2022). Cultural adaption and psychometric analysis of family APGAR scale in Iranian older people. *Korean Journal of Family Medicine*, 43(2), 141. <https://doi.org/10.4082%2Fkjfm.21.0028>
- Kariuki, M. G. and Mbugua, Z. K. (2018). Influence of student motivation by teachers on academic performance in public secondary schools in Nyeri and Kirinyaga counties, Kenya. *Pedagogical Research*, 3(4), 14. <https://doi.org/10.20897/pr/3947>

Kearney, C. A., Heyne, D., & Gonzálvez, C. (2020). School attendance and problematic school absenteeism in youth. *Frontiers in Psychology, 11*, 602242.

<https://doi.org/10.3389/fpsyg.2020.602242>

Kelchner, V. P., Campbell, L. O., Howard, C. C., Bensinger, J., & Lambie, G. W. (2020). The influence of school-based family counseling on elementary students and their families. *The Family Journal, 28*(3), 273-282.

<https://doi.org/10.1177/1066480720933537>

Kenya National Examination Council (KNEC), 17th Match, 2023. “Checking 2021 examination results” <https://www.resultsCouncil.com/ke/knec-results/>

Khalid, A., Zhang, Q., Wang, W., Ghaffari, A. S., & Pan, F. (2019). The relationship between procrastination, perceived stress, saliva alpha-amylase level and parenting styles in Chinese first year medical students. *Psychology Research and Behavior Management, 489-498*. <https://doi.org/10.2147/PRBM.S207430>

Krasniqi, N. (2023). The psychological effects of parental divorce on the behavior of preschool adolescents. *Journal of Social Studies Education Research, 14* (2), 51-74.

Kwarteng, P., Asiamah, F., Twumasi, A. O., Nkansah, J. O., Issaka, J., & Afetorgbor, S. K. (2022). Parental Involvement in the Academic Performance of Students in Ghana:

Socioeconomic Status. *Open Journal of Educational Research, 2*(3), 114– 125.

<https://doi.org/10.31586/ojer.2022.305>

Lanozo, J. G., Tabieros, L., Solmiano, E. L., Paras, N., & Tus, J. (2021). Buhay estudyante: The lives of students from broken families amidst the pandemic. *International Journal of Advance Research and Innovative Ideas in Education, 7*(1), 945-961.

http://www.ijariie.com/AdminUploadPdf/Buhay_Estudyante__

Lara, L., & Saracostti, M. (2019) Effect of parental involvement on adolescents' academic achievement in Chile. *Frontiers in Psychology* 10, 464, 1-5.

<https://doi.org/10.3389/fpsyg.2019.01464>

Lasisi, A.K., et. Al. (2024). Impact of single parenting on academic performance of junior secondary school students in mathematics. *ASEAN Journal for Science Education*. 3(2), 129-138.

Lee, J. Y., & Kim, M. J. (2022). The relationship between internet addiction and social anxiety among adolescents: A moderated mediation model. *Journal of Child and Family Studies*, 31(3), 731-743. <https://doi.org/10.1007/s10826-021-02049-w>

Leys, C., Arnal, C., Kotsou, I., Van Hecke, E., & Fossion, P. (2020). Pre-eminence of parental conflicts over parental divorce regarding the evolution of depressive and anxiety symptoms among adolescents during adulthood. *European Journal of Trauma & Dissociation*, 4(1), 100102.

Li, J., Huang, J., Hu, Z., & Zhao, X. (2022). Parent–child relationships and academic performance of college students: Chain-mediating roles of gratitude and psychological capital. *Frontiers in Psychology*, 13, 1-14.

Li, Y., Dong, W., Tang, H., Guo, X., Wu, S., Lu, G., & Chen, C. (2023). The effect of parenting styles on Chinese undergraduate nursing students' academic procrastination: the mediating role of causal attribution and self-efficacy. *Frontiers in Psychology*, 14, 1167660. <https://doi.org/10.3389/fpsyg.2023.1167660>

Li, Z. & Qiu, Z. (2018). How does family background affect adolescents' educational achievement? Evidence from Contemporary China. *The Journal of Chinese Sociology*, 5:13. 1-22. <https://doi.org/10.1186/s40711-018-0083-8>

- Liu, G. (2023). Influence of caring behaviors of university instructors on students' classroom performance. *International Journal of Open-Access, Interdisciplinary & New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)* 1, 104-140.
- Liu, Q., Zhou, Y., Xie, X., Xue, Q., Zhu, K., Wan, Z., ... & Song, R. (2021). The prevalence of behavioral problems among school-aged adolescents in home quarantine during the COVID-19 pandemic in China. *Journal of Affective Disorders*, 279, 412-416. <https://doi.org/10.1016/j.jad.2020.10.008>
- Lobo, F. M., & Lunkenheimer, E. (2020). Understanding the parent-child coregulation patterns shaping child self-regulation. *Developmental Psychology*, 56(6), 1121.
- Macharia, W.J. & Muasa, P.W. (2022). Factors contributing to suicidal behaviors among the youths in Nyandarua Central, in Nyandarua county, Kenya. *International Journal Research and Innovation in Social Science (IJRISS)*, 6 (12), 710-720.
- Maeng, S.-J.; Kim, K.-H.; Kang, J.-H. (2022). The impact of social supports on the excessive alcohol use of the middle-aged adults in south Korea: Do all types of social supports have positive effects on excessive alcohol users? *International Journal of Environmental Resources Public Health* 19, (12624), 1-11. <https://doi.org/10.3390/ijerph191912624>
- Maina, R.A. and Kitainge, K. (2018). A Review of the Effects of Mother-Father Relationship on Academic Performance of Students. *Arts and Social Sciences Journal*, 9 (2), 1-4.
- Mallett, K. A., Turrisi, R., Reavy, R., Russell, M., Cleveland, M. J., Hultgren, B., ... & Hospital, M. (2019). An examination of parental permissiveness of alcohol use and monitoring, and their association with emerging adult drinking outcomes across college. *Alcoholism: Clinical and Experimental Research*, 43(4), 758-766. <https://doi.org/10.1111/acer.13978>

- Malmqvist, J., Hellberg, K., Möllås, G., Rose, R., & Shevlin, M. (2019). Conducting the pilot study: A neglected part of the research process? Methodological findings supporting the importance of piloting in qualitative research studies. *International Journal of Qualitative Methods*, 18, 1609406919878341.
<https://doi.org/10.1177/1609406919878341>
- Mante, D. A., Maosen, L., Aboagye, K. O., & Darko, E. N. K. O. (2021). The Influence of Family Structure on Academic Achievement in the Kwabre East Municipal Area, Ghana. *Open Journal of Social Sciences*, 9, 220-242. <https://doi.org/10.4236/jss.2021.912015>
- Manwa, L., Mudekunya, J., & Mpofu, M. (2019). Interrogating influence of family structure on academic performance of Zimbabwe female University students. *International Journal of Applied Science* 6, (6-12), 315-324. DOI: 10.36537/IJAHS/6.9-12/315-324
- Mariel, P., Hoyos, D., Meyerhoff, J., Czajkowski, M., Dekker, T., Glenk, K., ... & Thiene, M. (2021). Validity and reliability. *Environmental Valuation with Discrete Choice Experiments: Guidance on Design, Implementation and Data Analysis*, 111-123.
https://ideas.repec.org/h/spr/spbchp/978-3-030-62669-3_8.html
- Martin, M. J., Conger, R. D., & Robins, R. W. (2019). Family stress processes and drug and alcohol use by Mexican American adolescents. *Developmental Psychology*, 55(1), 170.
<https://psycnet.apa.org/doi/10.1037/dev0000629>
- Mauki, M.M. Mutua, W.J. & Mbogo, W.R. (2018). Effects of inter-parental conflict on academic achievement motivation of form three students in Ruiru sub-county Kenya. *International Journal of Education, Learning and Development*. 6 (9), 76-88.
- Maxwell, P. A. S., & Oniye, A. O. (2022). Influence of Guidance and Counselling Services on Academic Performance of Students in Rwanda Universities: Case Study of the University

of Kigali and the University of Rwanda. *International Journal on Integrated Education*, 5(11), 301-311.

Mehanovic, E., Virk, H., Ibanga, A., Pwajok, J., Prichard, G., van der Kreeft, P., & Vignataglianti, F. (2021). Correlates of alcohol experimentation and drunkenness episodes among secondary-school students in Nigeria. *Substance Abuse*, 1,1-9.

Mehus, C. J., Wieling, E., Thomas Oloya, O., Laura, A., & Ertl, V. (2021). The impact of alcohol misuse on fathering in Northern Uganda: An ethnographic study of fathers. *Transcultural Psychiatry*, 58(1), 14-26.

<http://dx.doi.org/10.1177/1363461520943315>

Merriam-Webster. (n.d.). Sociodemographic. In *Merriam-Webster.com dictionary*. Retrieved November 1, 2022, from <https://www.merriam-webster.com/dictionary/sociodemographic>

Michelson, D., Malik, K., Parikh, R., Weiss, H. A., Doyle, A. M., Bhat, B., ... & Patel, V. (2020). Effectiveness of a brief lay counsellor-delivered, problem-solving intervention for adolescent mental health problems in urban, low-income schools in India: a randomized controlled trial. *The Lancet Child & Adolescent Health*, 4(8), 571-582.

[https://doi.org/10.1016/S2352-4642\(20\)30173-5](https://doi.org/10.1016/S2352-4642(20)30173-5)

Miralles, P. Godoy, C. & Hidalgo, D.M., (2023). Long-term emotional consequences of parental alienation exposure in adolescents of divorced parents: A systematic review. *Current Psychology* 42, 12055–12069.

Mortelmans, D. (2020). *Divorce in Europe: New insights in trends, causes and consequences of relation break-ups* (p. 370). Springer Nature.

Mumina, P. (2022). *The relationship between parenting styles and academic performance of secondary school students in public and private schools in Lamu county,*

Kenya (Doctoral dissertation, The Catholic University of Eastern Africa, Kenya).

Mustapha, M. L. A., & Odediran, D. (2019). Impact of Parental Separation on the Self-Esteem of In-School Adolescents in Nigeria. *International Journal of Instruction*, 12(1), 1281-1298.

Mutale, M., & Kalinde, B. (2021). An Investigation into Truancy Intervention Programmes for Learners in Selected Primary Schools of Choma District in Zambia. *Zambian Journal of Educational Management, Administration and Leadership (ZJEMAL)* 2706-7416, Online: 2709-1864, 2(1), 43-60.

Muthuri, N., Marete, A., & Mburugu, B. M. (2019). Perceived Effects of Parental Conflicts on Self-esteem of Pupils in Public Primary Schools in Igembe Central Sub County, Kenya. *International Journal of Contemporary Applied Sciences*, 6 (6), 116-124.

<http://www.ijcar.net/>

Mwarari, C. N., Githui, P., & Mwenje, M. (2020). Parental involvement in the implementation of competency-based curriculum in Kenya: Perceived challenges and opportunities. *American Journal of Humanities and Social Sciences Research (AJHSSR)*, 4 (3), 201-208.

Mwase, D. Simuyaba, E. Mwewa, G. Muleya, G. & Simui, F. (2020). Leveraging Parental involvement in the Education of their Adolescents as a Conflict Resolution strategy in selected Secondary Schools, Zambia. *International Journal of Research and Innovation in Social Science (IJRISS)*, 4 I (7), 356-365. Doi

Naimi, T. S., Xuan, Z., Coleman, S. M., Lira, M. C., Hadland, S. E., & Swahn, M. H. (2022).

Minimum legal drinking age laws and infant mortality in the United States. *American Journal of Public Health*, 112(1), 116-122. <https://doi.org/10.2105/AJPH.2021.306350>

Ndayambaje, Edmond & Yvette, Umwari, Ayriza & Yulia (2020). The Impact of Family

Conflicts on Adolescents' Education. *IJPTE International Journal of Pedagogy and Teacher Education*, 4 (14), 1-10. 10.20961/ijpte.v4i2.43123.

Ndehi, V. N. E. (2023). Family stressors, identity crisis, and antisocial behaviors among public secondary school students in Nairobi County, Kenya (Doctoral dissertation, The Catholic University of Eastern Africa).

Ngangi, A. M. (2023). Parent-related influence on students' academic performance in public secondary schools in Kangundo sub-county, Kenya (Doctoral dissertation, South Eastern Kenya University).

Nilsen, S. A., Breivik, K., Wold, B., Askeland, K. G., Sivertsen, B., Hysing, M., & Bøe, T. (2020). Divorce and adolescent academic achievement: Heterogeneity in the associations by parental education. *Plos one*, 15(3), 24-78.

Njoroge, B. and Mwenje, M. (2020). Influence of parental alcoholism on academic performance of secondary school students in Kandara subcounty, Muranga, county, Kenya.

International Journal of Arts and Humanity, 8 (6), 70-80. Doi

Nkirete, A.I. & Marima, E.N. (2016). Effects of marital conflict on academic performance of students in public and private day secondary schools in Kiambu sub-county. Kenya.

International Journal of Science and Research (IJSR) 7 (9), 889-893.

Noviandari, H., Winarsari, A., & Sulthoni, A. (2021). Analysis of learning achievement of adolescents broken home at Pgri Purwoharjo High School (Phenomenology study in

adolescents broken home). *International Journal of Education Schoolars*, 2(1), 8-19.

<https://jurnal.icjambi.id/index.php/ijes/article/view/81>

Nsubuga, H., Osborn, D. S., & Brookens, Q. (2023). Meeting Ugandan university students' career needs using cognitive information processing model. *The Career Development Quarterly*. 71(4).

Nwachukwu, C. E., Akingbade, A. E., Olufunmilayo, E. O., Oyebamiji, T. A., Odefemi, O. F., Ikwunne, B. N., ... & Adebayo, A. M. (2022). Family Characteristics and Mental Health Status of Secondary School Students in a Rural Community in Southwest Nigeria. *International Journal of Mental Health and Addiction*, 1-11.

<https://doi.org/10.1007/s11469-020-00446-2>

Nwosu, K. C., Wahl, W. P., Nwikpo, M. N., Hickman, G. P., Ezeonwunmelu, V. U., &

Akuneme, C. C. (2022). School refusal behaviours profiles among Nigerian adolescents: differences in risk and protective psychosocial factors. *Current Psychology*, 1-15.

Offordile, E. E., Adene, F. M., Adimora, D. E., Martina, C. O., & Umeano, E. C. (2020). Influence of parent-child communication patterns on self-esteem of in-school adolescents in Enugu Educational zone. *Journal of the Nigerian Council of Educational Psychologists*, 13(1), 234-245

Okeke, N. U., & Anierobi, E. I. (2020). The relationship between parental attachment and aggressive behaviors among in-school adolescents in Anambra State, Nigeria. *Journal of Guidance*, 4(1), 338-351.

Olana, E., & Tefera, B. (2021). Family Health Intervention for Improving Family Relationships among Selected Destitute Families in Ambo Town. *East African Journal of Social Sciences and Humanities*, 6(2), 53-66.

- Olatunji, O. A., & Idemudia, E. S. (2021). The multidimensionality of inter-parental conflict on aggression and mental health among adolescents. *Heliyon*, 7(5), page numbers.
- Omae, A. O. Kathuri, J.N. & Kibaara, T. (2018). Effects of dysfunctional families on public secondary schools' students' academic performance in Habaswein sub county, Wajir county, Kenya. *International Journal of Advanced Research in Education and Literature*, 4 (7), 59-83.
- Omariba, A. (2022). Challenges faced by parents in implementing competence-based curriculum in primary schools: Kenyan perspective. *International Journal of Education and Research*, 10 (5), 1-12.
- Omkarappa, D. B., & Rentala, S. (2019). Anxiety, depression, self-esteem among adolescents of alcoholic and nonalcoholic parents. *Journal of Family Medicine and Primary Care*, 8(2), 604. https://doi.org/10.4103%2Fjfmprc.jfmprc_282_18
- Oranga, J., Obuba, E., Sore, I., & Boinett, F. (2022). Parental involvement in the education of learners with intellectual disabilities in Kenya. *Open Access Library Journal*, 9(4), 1-18.
- Osonuga, A. A., Ogunmoroti, B. D., Osonuga, A., & Da'costa, A. (2019). Alcohol use among secondary school students in Nigeria: A worrisome trend. *New Nigerian Journal of Clinical Research*, 8(14), 54.
- Patel, P. Kaiser, N.B. Meada, S.C. Giusto, A. Ayuku, D. Puffer, E. (2019). Problematic alcohol use among fathers in Kenya. Poverty, people and practices as barriers and facilitators to help acceptance. *International Journal and Drug Abuse*, 75(102576), 12-17. <https://doi.org/10.1016/j.drugpo.2019.10.003>
- Preeti, P. & Dua, K. (2021). A review of behavioral disorders in school going adolescents. *The Pharma Innovation*, 10(8), 207-209.

- Puffer, E. S., Friis Healy, E., Green, E. P., M Giusto, A., N Kaiser, B., Patel, P., & Ayuku, D. (2020). Family functioning and mental health changes following a family therapy intervention in Kenya: a pilot trial. *Journal of Child and Family Studies*, 29, 3493-3508. <https://doi.org/10.1007/s10826-020-01816-z>
- Rabo, M. U. (2022). Teacher–Students Relationship as a Tool for Positive Academic Performance in Nigeria. *British Journal of Multidisciplinary and Advanced Studies*, 3(1), 42-53. <https://doi.org/10.37745/bjmas.2022.0018>
- Raitasalo, K. Østergaard, J. & Andrade, B.S. (2020b). Educational attainment by adolescents with parental alcohol problems in Denmark and Finland. *Nordic Studies on Alcohol and Drug*, 1, 1-16. <https://doi.org/10.1177/1455072520968343>
- Raitasalo, K., Holmila, M., Jääskeläinen, M., & Santalahti, P. (2019). The effect of the severity of parental alcohol abuse on mental and behavioural disorders in adolescents. *European child & adolescent psychiatry*, 28, 913-922. <https://doi.org/10.1007/s00787-018-1253-6>
- Rattenborg, K., MacPhee, D., Walker, A. K., & Miller-Heyl, J. (2019). Pathways to parental engagement: Contributions of parents, teachers, and schools in cultural context. *Early Education and Development*, 30(3), 315-336.
- Rezaei-Dehaghani A, Keshvari M, Paki S. (2018). The relationship between family functioning and academic achievement in female high school students of Isfahan, Iran, in 2013–2014. *Iranian Journal of Nursing Midwifery Research* ,23(3) 183.
- Rochat, T. J., Houle, B., Stein, A., Mitchell, J., & Bland, R. M. (2019). Maternal alcohol use and adolescents’ emotional and cognitive outcomes in rural South Africa. *South African Medical Journal*, 109(7), 526-534.

Sahito, Z., & Vaisanen, P. (2020). A literature review on teachers' job satisfaction in developing countries: Recommendations and solutions for the enhancement of the job. *Review of Education*, 8(1), 3-34.

Said, M.A. Idris, M. & Hussain, S. (2018). Relationship between Social Behavior and Academic Performance of Students at Secondary Level in Khyber Pakhtunkhwa. *Pakistan Journal of Distance & Online Learning* 4 (I), 153-170. doi

Sbarra, D. A., Bourassa, K. J., & Manvelian, A. (2019). Marital separation and divorce: Correlates and consequences. *APA handbook of contemporary family psychology: Foundations, methods, and contemporary issues across the lifespan American Psychological Association*, 1, 687–705). <https://psycnet.apa.org/doi/10.1037/0000099-038>

Scripa, B. S. (2022). Grit as a Predictor of Academic Achievement Among Street-Connected Boys in Bungoma, Kenya: A Quantitative Study (Doctoral dissertation, Liberty University, Kenya).

Şen-Aslan, H. (2021). A family problem: The effects of parental alcohol on adolescents. *Nesne-Psikoloji Dergisi*, 9(19), 127-138.

Şengönül, T. (2022). A review of the relationship between parental involvement and adolescents' academic achievement and the role of family socioeconomic status in this relationship. *Pegem Journal of Education and Instruction*, 12, (2), 32 -57. DOI: 10.47750/pegegog.12.02.04

Seni, P. A., & Onyango, D. (2021). The Roles of Parents in Enhancing Academic Performance among Public Secondary Schools at Nyamagana District, Tanzania. *East African Journal of Education and Social Sciences (EAJESS)*, 2(1), 60-67.

- Shibiru, T., Arulandhu, A., Belete, A., Etana, J., & Amanu, W. (2023). Prevalence and Factors Associated with Alcohol Consumption Among Secondary School Students in Nekemte, Ethiopia: A Cross-Sectional Study. *Substance Abuse and Rehabilitation*, 35-47.
- Siedlecki, S. L. (2020). Understanding descriptive research designs and methods. *Clinical Nurse Specialist*, 34(1), 8-12. <https://journals.lww.com/cns-journal/toc/2020/01000>
- Simiyu, E. J. (2021). Effects of divorce in the church: a case study of selected CITAM churches in Kenya (CITAM Valley Road, CITAM Woodley, CITAM Ngong). *European Journal of Philosophy, Culture and Religion*, 5(1), 10-30.doi
- Simweleba, N. H., & Serpell, R. (2020). Parental involvement and learners' performance in rural basic schools of Zambia. *South African journal of childhood education*, 10(1), 1-13.
- Spinelli, M., Lionetti, F., Pastore, M., & Fasolo, M. (2020). Parents' stress and adolescents' psychological problems in families facing the COVID-19 outbreak in Italy. *Frontiers in Psychology*, 11, 1713. <https://www.frontiersin.org/journals/psychology#editorial-board>
- Sumari, M., R. Subramaniam, S. D., & Md Khalid, N. (2020). Coping with parental divorce: A study of adolescents in a collectivist culture of Malaysia. *Journal of Divorce & Remarriage*, 61(3), 186-205. <https://doi.org/10.1080/10502556.2019.1679595>
- Sürücü, L., & Maslakçi, A. (2020). Validity and reliability in quantitative research. *Business & Management Studies: An International Journal*, 8(3), 2694-2726.
<http://dx.doi.org/10.15295/bmij.v8i3.1540>
- Tamminen, K. A., & Poucher, Z. A. (2020). Research philosophies. In *the Routledge International Encyclopedia of Sport and Exercise Psychology* (pp. 535-549).
- Tan, C. Y., Lyu, M., & Peng, B. (2020). Academic benefits from parental involvement are stratified by parental socioeconomic status: A meta-analysis. *Parenting*, 20(4), 241-287.

- Tang, C., Yang, X., & Zhu, R. (2022). The role of mental health literacy in mitigating the negative impacts of COVID-19 on mental health. *Journal of Community Psychology*, 50(3), 504-515. <https://doi.org/10.1002/jcop.22567>
- Tetteh, J., Ekem-Ferguson, G., Swaray, S. M., Kugbey, N., Quarshie, E. N. B., & Yawson, A. E. (2020). Marijuana use and repeated attempted suicide among senior high school students in Ghana: Evidence from the WHO Global School-Based Student Health Survey, 2012. *General Psychiatry*, 33(6). Page number <https://doi.org/10.1136%2Fgpsych-2020-100311>
- Tokan, K.S. & Imakulata, M.M. (2019). The effect of motivation and learning behaviour on student achievement. *South African Journal of Education*, 39 (1), 1-8. <https://doi.org/10.15700/saje.v39n1a1510>
- Trigueros, R., Aguilar-Parra, J. M., Cangas, A. J., Bermejo, R., Ferrandiz, C., & López-Liria, R. (2019). Influence of emotional intelligence, motivation and resilience on academic performance and the adoption of healthy lifestyle habits among adolescents. *International Journal of Environmental Research and Public Health*, 16(16), 2810. <http://dx.doi.org/10.3390/ijerph16162810>
- Tubei, M. J., & Koderu, H. M. N. (2021). Single parenting and the emotions of adolescents in secondary schools examining the case of Eldoret municipality, Kenya. *Jumuga Journal of Education, Oral Studies, and Human Sciences (JJEOSHS)*, 4 (1), 1-14.
- Ugwuanyi, C. S., Okeke, C. I., & Njeze, K. C. (2020). Parenting style and parental support on learners' academic achievement. *Journal of Sociology and Social Anthropology*, 11(3-4), 198-205. DOI: 10.31901/24566764.2020/11.3-4.352

- Valente, J. Y., Cogo-Moreira, H., & Sanchez, Z. M. (2019). Predicting latent classes of drug use among adolescents through parental alcohol use and parental style: a longitudinal study. *Social Psychiatry and Psychiatric Epidemiology*, 54, 455-467.
- van Winkle, Z. & Leopold, T. (2021). Family size and economic wellbeing following divorce: The United States in comparative perspective. *Social Science Research*, 96, 1-54.
- Vuong, Q. H., Nguyen, M. H., & Le, T. T. (2021). Home scholarly culture, book selection reason, and academic performance: Pathways to book reading interest among secondary school students. *European Journal of Investigation in Health, Psychology and Education*, 11(2), 468-495.
- Wallace, L. B., Hai, A. H., & Franklin, C. (2020). An evaluation of working on what works (woww): A solution-focused intervention for schools. *Journal of Marital and Family Therapy*, 46(4), 687-700.
- Wambua, M.M. Otieno, R. & Ichuloi, A. (2021). Effect of Parental Divorce and Separation on Psychosocial Wellbeing of Adolescents in Kajiado North Sub-County, Kenya. *Scholars Journal of Arts, Humanities and Social Sciences*, 9(5), 194-200.
- Wami, K.S. Eremie. M. & Wami, K.C. (2021). Marital conflicts on academic performance of secondary school students in Port Harcourt metropolis, Rivers State. *The Educational Psychologist* 13 (1), 207-216.
- Wang, Y., Huebner, E. S., & Tian, L. (2021). Parent-child cohesion, self-esteem, and academic achievement: The longitudinal relations among elementary school students. *Learning and Instruction*, 73, 89-124.

- Wanjiru, K. G. (2021). Influence of family structure on students 'psychosocial aspects and academic performance in public secondary schools in Kiambu county, Kenya (Doctrinal Dissertation, Maasai Mara University, Kenya).
- Widyaningsih, B. N., Marchira, C. R., & Claramita, M. (2022). Comparison of family function and mental emotional health of adolescents in a state junior high school, modern and traditional boarding schools. *Review of Primary Care Practice and Education (Kajian Praktik dan Pendidikan Layanan Primer)*, 5(1), 25-32.
<https://doi.org/10.22146/rpcpe.33980>
- Wilder, S. (2023). Effects of parental involvement on academic achievement: a meta-synthesis. In *Mapping the Field* (pp. 137-157). Routledge.
- Yang, H.; Wu, C.; Chen, J.K. (2022). Interparental and intergenerational co-parenting conflict and adolescent academic performance: the mediating roles of adolescent academic engagement and depression. *Int. J. Environmental Research and Public Health*. 19 (15952), 1-10, <https://doi.org/10.3390/ijerph192315952>
- Yiki, A. G. (2024). Parental involvement and academic performance of students in seed secondary schools in Maracha District–Uganda (Doctoral dissertation, Muni University, Uganda).
- Yunus, S. A., Samuel, L. B. & Wai, P. S. (2014). Effect of Family Environment on Student Academic Performance and Adjustment Problems in School. *Journal of Education and Practice*. 5(19), 96-100
- Zaki, M.W. Abed, G.S. El Wahab, A.D.S. Shattla, I.S. (2022). Marital conflict among parents and its effect on their adolescents, behaviors. *Menoufia Nursing Journal Faculty of Nuring Menoufia University* 7 (2), 35-52.

- Zangmo, C. W. C. (2019). Consequences associated with parental divorce and their effects on adolescents' academic performances and achievements at a boarding school in Punakha: A case study. *The 6th Ratchasuda International Conference on Disability, 1*, 51-62.
- Zhang, T. and Wang, Z. (2020). The effects of family functioning and psychological suzhi between school climate and problem behaviors. *Frontiers in Psychology, 11*, 212, 1-10.
<https://doi.org/10.3389/fpsyg.2020.00212>
- Zuquette, C. R., Opaleye, E. S., Feijó, M. R., Amato, T. C., Ferri, C. P., & Noto, A. R. (2019). Contributions of parenting styles and parental drunkenness to adolescent drinking. *Brazilian Journal of Psychiatry, 41*, 511-517.

Appendices

Appendix A: Informed Consent

Introduction: I am Moses Macharia, a graduate student at Pan Africa Christian University, Kenya conducting research on a Master of Arts in Marriage and Family Therapy degree program. I am performing academic research as part of the program's requirements, and I kindly welcome you to join me in this project. Your invaluable assistance would be quite helpful in completing the prerequisites for my degree.

Purpose of the Study: The goal of this study is to determine how dysfunctional family dynamics and student behaviors affect academic performance among students enrolled in public mixed day secondary schools in Juja Sub County, Kenya, which is part of Kiambu County.

Benefits of the survey: It is hoped that this survey will shed light on important aspects of students' families, allowing school administration to properly address or prioritize those aspects that may have a detrimental effect on students' academic performance. Additionally, parents will learn how important a child's family history is in determining their academic success, which will enhance awareness of and comprehension of how family dynamics affect educational outcomes.

Confidentiality and Data Protection: As a respondent in this study, your participation will be kept totally confidential, and any information you share will be used purely for academic purposes and for no other purpose. To protect your identify and the identity of your school, the researcher will take strong confidentiality procedures. You are not needed to reveal your identity when completing the questionnaire as part of this measure. The acquired data will be kept in safe room to prevent unwanted access, and any data in electronic format will be password protected.

For further clarification, please don't hesitate to consult the principal investigator, Moses Macharia, on telephone 0722 468761

Statement of Informed Consent: By participating in this study, I acknowledge that my participation represents informed consent to participate. I am fully aware that my participation is entirely optional, and I have the right to decline without consequence. Furthermore, by appending my signature, I hereby provide the researcher my informed consent to collect data from me as part of this study, fully understanding and agreeing to the terms and conditions indicated.

Signature of Respondent

Date

Appendix B: Parental/ Guardian Consent Form

I _____ I am the parent/guardian of _____, who is _____ years old. I was fully told about the study's goal and methods, and I carefully studied the consent information supplied.

I understand that my child's involvement in this study is entirely voluntary, and I reserve the right to discontinue my child's participation at any stage in the study without any consequence. I was given the principal researcher's contact information and am aware that I can contact him/her at any time for consultation or additional information.

Description of the study

As part of a study initiative, your child has been invited to participate in an interview. The study's goal is to investigate the impact of dysfunctional families and student behavior on academic attainment in public secondary schools in Juja sub-county, Kiambu county, Kenya. The interview will last roughly 40 minutes and will take place at your child's school.

Risks and Benefits

I am fully aware that there are no known risks associated with my child's involvement in the study. Furthermore, I understand that my child's involvement may contribute to the field of marriage and family therapy by raising awareness about the crucial role of family background in shaping adolescents' academic performance.

Confidentiality and Anonymity

I acknowledge and understand that my child's input in this study will be maintained as confidential and anonymous. No identifying information about my child will be included in any research material, and their identity will be safeguarded to the maximum extent allowed by law.

Consent

I affirm that I have properly read and grasped the material offered above, and I freely consent to my child participating in the interview as part of the research project.

Signed _____ Date _____

Appendix C: Questionnaire to Students

Instructions to Respondents:

You are invited to participate in the study by answering the following questions as given below. In most cases, you will mark your views as guided by the alternative answers provide. In a few cases, you will be given an opportunity to explain your opinion on a particular issue.

Section A: Background Information

1. How old are you?
Less than 16 [] 16–17 [] 18-19 [] 20 and above []
2. Kindly indicate your gender. Male [] Female []
3. Indicate your parent/guardian occupation.....
4. Is your parent divorced or separated? Yes [] No []

You missed religion

Section B Parental Alcoholism and Academic Achievement

Does your parent take alcohol? Yes [] No []

5. Indicate the extent to you agree with the following statement relating to parental alcoholism and your academic work in school. Use the scale where 1-Strongly Disagree, 2-Disagree, 3-Does not Affect 4-Agree, 5-Strongly Agree.

Statement for responses	1	2	3	4	5
My parent fails to attend school meeting due to alcoholism when required making me feel uncared for					
I often fail to attend school due to my parent's alcoholism					
I am always late for school due to my parent's alcoholism					
I am always affected due to squabbles at home due to alcoholism					
I am sent home frequently due to lack of school fees school					
I always struggle with paying attention to my teachers.					
My relationship with my parent is poor making it difficult to share my challenges in school					
I hardly enjoy or struggle to participate in group activities in class					
Taking alcohol makes my parent to turn chaotic and disrupt family peace					
I am not being guided on how to improve on my school work as my parent come home always drunk					
There is lack of cultivation of good parent-child relationship					
My parent use family finance to take alcohol making it difficult to have basic needs at homes					

I feel embarrassed by my parent's behavior					
My parents are rarely at home					
<u>Section C: Parental Conflicts and Students' Academic Achievement</u>					

Indicate the extent you agree with the following statement on parental conflicts and student academic achievement in school. Use the scale where 1-Strongly Disagree, 2-Disagree, 3-Does not Affect 4-Agree, 5-Strongly Agree.

Statement	1	2	3	4	5
There is poor communication in my family hindering me from sharing my experience in school					
I never see my parents disagree or argue					
My parents fail to help each other making it difficult to be given all the support I need in school					
My parents cannot tell I know when they quarrel each other					
There is no cooperation between my parents making it difficult to be assisted in my school work					
My parents rarely argue					
My parents often criticize and annoy each other in my presence					
When they argue, they hurt each other with the words they speak to each other					
My parents have thrown furniture and other household items against each other					
My parents give each other silent treatment after arguing with each					
I feel unloved as my parent keep on fighting hence, I cannot concentrate in school					
My parents do not agree on anything most of the time making it hard to resolve problem					
I feel insecure when my parents are in conflicts making difficult to remain focused with my academic work					
I blame myself when my parents are in conflicts failing to do my academic work as expected					
The family disharmony affects my interaction with peer and teachers in school					
The conflict in my family cause disrespect with family members affecting my coordination in school work					

SECTION D: Student Behaviors

7. Indicate the extent to which you agree with the following statement regarding your conduct in school (1-No Extent, 2-Less Extent 3-Moderately Extent, 4-Great Extent and 5-Very Great Extent)

	1	2	3	4	5
I am unable to complete class work					
I started being rude to peer and teachers due to status of my family					
I failed to take my school duties					
I started to engage in taking alcohol and other drugs					
I became aggressive toward my peers					
I started bullying others					
I experience failure to follow school rules and get punish more often					
I often feel like no one cares anymore					
I feel lonely and rejected by my parents, school-mates and teachers					
I feel unworthy, and often avoid playing with people					
I hate schooling					

SECTION E: Academic Performance

Indicate the extent you achieved the following academic achievement indicators in your school since you enter form one (1-No Extent, 2-Less Extent 3-Moderately Extent 4-Great Extent and 5-Very Great Extent)

Academic achievement indicators	1	2	3	4	5
I always pass my exam as I score grade B and above					
I always get my best grade beyond expectation					
I perform my exam exceptionally					
I get mark beyond the pass mean score					
I always qualify to join the next class					
I always improve my grade every term					

THANK YOU FOR YOUR COOPERATION

Appendix D: Interview Guide for Principals and Guidance and Counseling Teachers

1. Explain how parental separation affected the academic achievement of the learners from the families in your school.
2. In your view, how does parental alcoholism influence student academic achievement in school?
3. Indicate how parental conflicts affect student academic achievement of adolescents from the dysfunctional families.
4. Do students from dysfunctional families change in behaviors in your school? Explain how.
5. Describe how dysfunctional families affects the academic achievement for student in the families.
6. Indicate how dysfunctional families features and student change of behaviors affect student academic achievement in your school.

Appendix E: NACOSTI Research License

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 462952	Date of Issue: 08/January/2024
RESEARCH LICENSE	
	
This is to Certify that Rev.. MOSES GITHINJI MACHARIA of Pan Africa Christian University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kiambu on the topic: INFLUENCE OF DYSFUNCTIONAL FAMILY ON ACADEMIC PERFORMANCE OF STUDENTS IN PUBLIC DAY SECONDARY SCHOOLS IN JUJA SUB-COUNTY, KIAMBU COUNTY, KENYA for the period ending : 08/January/2025.	
License No: NACOSTI/P/24/32369	
Applicant Identification Number 462952	
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 F: County Director of Education Research Authorization



MINISTRY OF EDUCATION State Department of Early Learning and Basic Education

Telephone: Kiambu (office) 0768 970412

Email: directoreducationkiambu@yahoo.com
When replying please quote

COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY
P. O. Box 2300
KIAMBU

KBU/CDE/DEPT/ 8/VOL.II

16th January, 2024

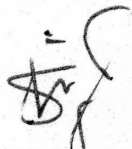
Rev. Moses Githinji Macharia
Pan Africa Christian University
P.O Box 39
KALIMONI, KENYA

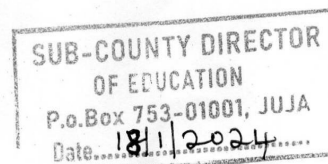
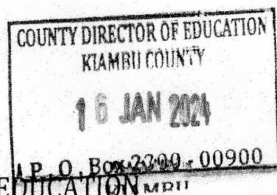
RE: RESEARCH AUTHORIZATION

Reference is made to NACOSTI letter NACOSTI/P/24/32369 dated 8th January, 2024.

You have been authorized to research on **"Influence of dysfunctional family on academic performance of students in public day secondary schools in Juja Sub-County, Kiambu County, Kenya"** for a period ending 8th January, 2025.

Please accord him the necessary assistance. You are requested to share with us a copy of your research findings when you conclude your research.


SIMON M. WANJOHI
COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY



This office has no objection on the research to be carried out

MY EDUCATION, MY FUTURE

MY EDUCATION, MY FUTURE

Mem

Appendix G: County Commissioner Research Authorization



OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION
COUNTY COMMISSIONER, KIAMBU

Telephone: 066-2022709
 Fax: 066-2022644
 E-mail: countycommkiambu@yahoo.com
 When replying please quote

County Commissioner
 Kiambu County
 P.O. Box 32-00900
 KIAMBU

Ref. No: **ED.12/1(A)/VOL.V/119** **11th January, 2024**

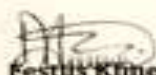
Rev. Moses Githinji Macharia
 Pan Africa Christian University
 P.O Box 39
KALIMONI

RE: RESEARCH AUTHORIZATION

Reference is made to National Commission for Science, Technology and Innovation Letter Ref No. NACOSTI/P/24/32369 dated 08th January ,2024.

You have been authorized to conduct research on ***"INFLUENCE OF DYSFUNCTIONAL FAMILY ON ACADEMIC PERFORMANCE OF STUNDENTS IN PUBLIC DAY SECONDARY SCHOOLS IN JUJA SUB-SOUNTY, KIAMBU COUNTY, KENYA"***. The data collection will be carried out in Kiambu County for a period 08th January ,2025

You are requested to share your findings with the County Education Office, Kiambu, upon completion of your research.



Festus Klineu
 FOR: COUNTY COMMISSIONER
KIAMBU COUNTY

Cc National Commission for Science, Technology and Innovation
 P.O. Box 30623-00100
 NAIROBI

 County Director of Education
 KIAMBU COUNTY

 Deputy County Commissioner (For information and record purposes)
 JUJA SUB-COUNTY

"Our Youth our Future. Join us for a Drug and Substance free County".

