

**THE INFLUENCE OF PARENTAL VISITING ON SOCIAL-EMOTIONAL
STATUS AND ACADEMIC PERFORMANCE OF BOARDING
SECONDARY SCHOOLS STUDENTS IN KAKAMEGA
DISTRICT, KENYA**

BY

LUMADEDE HELLEN UNDISA

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JUNE, 2013

DECLARATION

DECLARATION OF THE CANDIDATE

This research thesis is my original work and has not been presented in any other university. No part of this work may be reproduced without the consent of the researcher and/ or Moi University.

Lumadede Hellen Undisa

EDU/PGGC/04/07

Signature

Date

DECLARATION BY THE SUPERVISORS

This research thesis has been submitted for examination with our approval as the university supervisors.

Dr. S .O .Ogoma

Signature

Date

Senior lecturer

Department of Education Psychology

Moi University

Professor. Jackson . K .Too

Signature

Date

Associate professor of Educational Media and Technology

Department of Curriculum Instruction and Educational Media

Moi University

DEDICATION

This research work is dedicated to my dear parents, the late Gerishom and Erika Mugheli and to my beloved husband Edward Lumadede Mugalo; my children Caren, Dennis and Prudence.

ABSTRACT

The purpose of the study was to investigate the influence of parental visiting on the social-emotional status and academic performance of students in secondary schools. The main objective was to establish whether parental visiting has an influence on the social emotional status and academic performance of students. The main research question was; Does parental visiting have an influence on the social emotional status and academic performance of secondary students? The study was based on Abraham Maslow's theory of the hierarchy of needs which states that lower needs (social-emotional) must be met first to motivate one to attain higher needs (intellectual). The study adopted a causal-comparative design to compare the effect of parental visiting frequencies on the dependent variables. The independent variable was parental school visiting and dependent variables were social-emotional status and academic performance. Simple random and Stratified sampling techniques were used to select schools that have visiting programs for the study. Form three students were selected for the study. A sample size of 255 students (proportion of girls and boys) was considered for the study. The main instruments of data collection were questionnaire and a documentary analysis guide. Piloting was done in the neighboring District. Validity of the instrument was determined using split half test method for accuracy. A reliability significance level of 0.778 was obtained. Data analysis was done through descriptive and inferential statistics. Descriptive statistics included; means standard deviations, frequencies and percentages. Hypotheses were tested by use of the ANOVA and Chi-square to determine the level of interaction and association of variables. Findings revealed that visiting days have an influence on the academic performance but insignificant on the social-emotional status of students. It is hoped that the research findings will be useful to students, teachers, parents, curriculum developers and policy makers in improving the social emotional status and academic performance of students.

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LIST OF ABBREVIATION AND ACRONYMS

A	-	Agree
ANOVA	-	Analysis of Variance
CASEL	-	Collaboration for Academic Social Emotional Learning
CPE	-	Certificate of Primary Education
K.C.S.E	-	Kenya Certificate of Secondary Education
K.I.E	-	Kenya Institute of Education
MOEST	-	Ministry of Education Science and Technology
SPSS	-	Statistical Package for Social Sciences
TIQUET	-	Totally Integrated Quality Education and Training
TSC	-	Teachers Service Commission

CHAPTER ONE

INTRODUCTION OF THE STUDY

1.1 Introduction

This chapter provides an introduction and background of the study, the statement of the problem, the objectives and purpose of the study, research questions, research hypothesis, and significance of the study, scope of the study, limitations, assumptions, operational definitions, theoretical framework and conceptual framework.

1.2 Background to the Study

Education has been embraced as the foundation for a bright future. The vision of the Ministry of Education MOEST, (2008) was to provide “quality education for development”. The society and parents are investing heavily in education and they prefer boarding schools because they are assured of quality education; for instance boarding school fees in Kenya constitute 40% of the total collections in public schools hence a burden to parents (Policy view issue 4, 2008). Therefore custodians of education should give their best in return.

The rapid global change and technological advancement places man in a competitive spirit to fit in the changing system hence the need for high academic performance. Provision of quality education relies on the idea that both parents and the entire community should play their role effectively. In Kenya, education in the 21st century has pointed to the need for greater collaboration between family and the school in order to achieve quality results.

Pupils who perform well in National Examinations realize certain benefits from well paying jobs and comfortable social lives, Ongeti, (2005). For a child to perform well, the child requires the right environment and basic needs should be met to satisfy the individual physiologically and biologically. It is the responsibility of the parent to ensure these needs are taken care of both at home and in school. Similarly, the school should provide the right environment for learning lest social emotional problems arise and affect pupil's performance.

There has been a series of student misconduct involving violent or criminal behavior. In the year 2008, this was the case as the student unrest incidences resulted in drug abuse, school dropout, truancy, irresponsible sexual behavior, devil worship, bullying among others. This position was reflected in the Koech report, (1999). These challenges are compounded by various factors such as complex development changes during adolescence, lack of positive role modeling, negative mass media influence, inadequate, inaccurate, and unreliable information, peer pressure, faulty upbringing, and influence of western culture among others. When the psychological and social needs of the youth are not met, they become maladjusted as mentioned above hence poor academic performance (Weisberg and Durklak, 2008).

Statistics released during the secondary school principal's conference in Mombasa indicated policy failure at the Ministry of Education and lack of good leadership in schools. Figures showed in the last five years, only 24 per cent of 1.3 million KCSE candidates scored average grade of C+ (plus) which is the minimum entry point to university while 19,000 scored grade E, meaning they don't qualify and have no room for training, Kigotho,

(2009). All the players of the Ministry of Education were blamed, including the parents and teachers. The national situation is reflected in every region at the grass root. Table 1.1 KCSE results of the larger Kakamega District reflects quality grades A to C+ (plus) to be minimal compared to lower grades C and below.

Table 1.1 KCSE Performances 2003-2007

YR	ENT	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	X	Y	Z	DEV
	RY																
2007	4770	5	44	109	208	279	457	576	843	908	840	348	17	17	3	-	4.4477
2006	5740	8	48	113	190	311	589	827	1036	1136	960	470	35	16	-	-	4.4556
2005	6261	7	52	197	221	411	687	952	1198	1131	936	420	24	8	-	-	4.67.51
2004	5365	6	43	132	235	444	613	812	944	985	188	326	9	8	20	-	5.0335
2003	4964	3	40	96	192	335	517	732	918	986	777	328	9	17	16		4.5520

Source: Kakamega District Education Office (2009)

There are a lot of social emotional problems among students such as withdrawal, feeling home sick, feelings of rejection, rebellion, stealing, dishonesty, lack of personal effects among others. This was the report in one of the sampled schools, 2005. The above mentioned problems indicated that perhaps parent visitation was minimal hence this necessitated the need for this study to be undertaken. Emphasizing the importance in the amount of time parents spend interacting with their children, Zanjoc (1976) cited by Wandabwa argues that parent and child interaction is important to the child's social and cognitive development; hence parental visiting would offer such an opportunity. Similarly Berger, (2000) observed that to satisfy the emotional and psychological needs of a child, the latter should develop a good relationship with the parents; this can be cultivated through parental visits in school among others. In the late 90's President Moi encouraged parental visiting in schools, reiterating that they are partners with the school in spearheading the

academic success of their children. In our modern society parents have abdicated the responsibility of taking care of children to house helps and siblings including visiting them in schools and at times representing them in academic meetings. These are too noble responsibilities to be abdicated or even let alone delegated. Abdication of this noble role by parents is wrong and should be corrected. Lack of parental involvement is associated with aggressive behavior and low self esteem Wandabwa (1996).

Robust studies have been done on various aspects of the role of parents in education for instance Shiundu, 1990, Wandabwa, 1996; Nzau, 1999; Amburo, 2008, among others. They recommended parental visitation in school, an aspect of parental involvement in education since it accounts for academic success among others. The conclusions so far made on this issue did not address how parental visiting can have a bearing on the social emotional status and academic performance of students. It is in view of this that the researcher chose to study on the above mentioned topic in Kakamega District.

1.3 Statement of the Problem

There are a number of factors that contribute to poor academic performance of students, including, personality traits, motivational factors, type of school, peer pressure, gender and home background. Robust studies have been done on various aspects of the role of parents in education both in and outside Kenya as observed by Shiundu, 1990; Wandabwa, (1996), Nzau, (1999) and Amburo, (2008). These studies recommended that school visitation, an aspect of parental involvement in education, should be encouraged since it accounts for academic success. Those forums should be created in schools to invite parents for academic discussions and students' welfare so that parents' visits can offer academic stimulation for

their children to perform well. Lack of parental involvement in terms of visiting is associated with low self esteem and poor academic performance.

The number of students needing guidance and counseling increases after school visits, both referral cases from class teachers and those that volunteer as observed by the researcher during counseling sessions.

They present social emotional symptoms like withdrawal, indiscipline, stealing, cheating and drop in academic performance (ibid). One of the recommendations put up as a solution to the problem was for parents to be encouraged to visit their children and ensure all their basic needs in school are attended to. The named studies however mainly advocate for the occasion to be upheld in schools but did not focus on the influence the occasion has on social, emotional and academic performance of students. It is in view of this that the current study was undertaken to unravel the influence of parental visiting on the social emotional and academic performance of students

1.4 The Purpose of the Study

The purpose of the study was to investigate the influence of parental school visiting on the social-emotional status and academic performance of students.

1.5 Specific Objectives of the Study

- i. To determine the differences in academic performance among boarding secondary students who are visited frequently, occasionally and not at all in Kakamega District.
- ii. To determine the differences in the social status among boarding secondary students who are visited frequently ,occasionally and not at all in Kakamega District

- iii. To determine the differences in emotional status among boarding secondary students who are visited frequently, occasionally and not at all in Kakamega District.

1.6 Research Question

- i. Is there a significant difference in the mean academic performance among students who are visited frequently, occasionally and not at all in Kakamega District?
- ii. Is there a significant difference in the social status among students who are visited frequently, occasionally and not at all in Kakamega District?
- iii. Is there a significant difference in emotional status of boarding secondary students who are visited frequently, occasionally and not at all in Kakamega District?

1.7 Research Hypothesis

From the research questions and objectives stated, the following research hypotheses were generated.

H0₁. There is no significant difference in the academic performance among students who are visited frequently, occasionally and not at all in Kakamega District.

H0₂ There is no significant difference in the social status among students who are visited frequently, occasionally and not at all in Kakamega District.

H0₃ There is no significant difference in the emotional status among students who are visited frequently, occasionally and not at all in Kakamega District.

1.8 Justification of the Study

This study is significant to students in order that they improve in their social emotional skills, attitudes toward others and the school, social and classroom behavior, emotional

distress such as stress, anxiety and depression. Further, the study is necessary because the literary works done on the role of the parents in education have exploited their involvement, perception, influence and motivation but little has been done towards study of parental visiting on social emotional status and academic performance of the students. This is one of the areas of intervention if academic performance of the students is to improve.

1.9 Significance of the Study

It is hoped this study will enrich curriculum developers in their bid to design a curriculum that is relevant and aimed at creating a mature and balanced personality of an adolescent. In achieving this, they need to be conversant with personality factors affecting adolescents such as social and emotional skills.

It will also create awareness that parental visits are vital not just about food, but attention to students' emotional needs. Once these needs are satisfied, then academic performance improves. Vital as the occasion is, most school teachers lacked knowledge on the psycho social needs of a child and as a result did not offer effective counseling to the students (Saoko and Mutemi, 2000). Therefore it is hoped that it will assist school teacher counselors to be keener and fully equipped with knowledge on factors influencing personality growth such as social and emotional factors. This would enable them to offer relevant advice to the student, parent, and school community which would in turn lessen emotional turmoil and groom happier and stable individuals that endeavor to excel in life.

1.10 Assumptions of the Study

The following assumptions were made during the study:

- i. That the respondents would give open and honest answers.
- ii. That quality interaction occurs between parents and students during the visit.
- iii. Other factors such as school type, ones' ability, background, peer influence, motivation, among others have minimal influence on the students.

1.11 Variables

This study has three variables. The independent variable is parental school visiting. The dependent variables are social emotional status and academic performance. Other variables such as gender were also looked at.

1.12 Scope and Limitation of the Study

There are many factors influencing social emotional status and academic performance such as personality trait, one's ability, and category of school, home background, peer influence, motivation, and parental involvement among others that were assumed. This study focused on parental visiting, a sub set of parental involvement and its influence on the social emotional status and academic performance of students. The variables that were considered were parental visiting which is an independent variable, social emotional and academic performance which are dependent variables. Selected boarding secondary schools within the larger Kakamega district and only form three students from both girl and boy secondary schools were included in the study. The study was limited to boarding secondary schools within the larger Kakamega District since day scholars have a daily encounter with their

parents so the difference may be difficult to ascertain. Therefore the results were not generalized to all secondary schools in Kenya.

There are many theories applicable to the study but the researcher was restricted to Maslow's theory of hierarchy of needs due to the extensive nature of such an approach and so certain aspects of the study may not have been utilized. Purposive sampling design used left out certain schools that have the alternative of half terms and free walk, to visiting day.

1.13 Theoretical Frame Work

This study adopted Maslow's theory of hierarchy of needs. The proponent of this theory is Abraham Maslow, (1970) who stated that human beings are subject to two quite different sets of motivational state. The first set of needs ensure *survival* by satisfying basic physical and psychological needs (physiological, safety, belongingness and love and esteem needs). The second set include those needs that promote the person's *self-actualization*, like realizing one's full potential, becoming everything that one is capable of becoming especially on the intellectual and creative domain. All these needs are necessary for growth. Growth in itself is a rewarding and exciting process; examples include the fulfilling of yearnings and ambitions of a child. In this study could be excelling academically and being socially and emotionally stable character wise.

According to Maslow (1970), needs at the lowest level of the hierarchy must be at least partially satisfied before people can be motivated by a higher need. In this study, for students to perform well academically, food, clothing, textbooks, love and care are paramount. The needs run from bottom to top of the hierarchy as shown under conceptual frame work. Needs lower down in the hierarchy which are physiological needs such as food, clothing, among others must be met ,then followed by safety needs such as protection

from danger, stability, nurturance, then the third set include social needs such as belongingness, love, acceptance, affection, friendship among others. The fourth set include ego or esteem needs such as respect of others and self esteem and self respect, a sense of competence. The fifth level is self actualization like maximizing one's potential or fulfillment.

On visiting days, parents normally bring things that enhance the psycho-social needs of their children. These include food, personal effects and learning materials as recommended by the school. This also enables satisfaction of the needs of the secondary school children who are undergoing adolescent stage and are therefore sensitive to their needs. After satisfaction of the psycho-social needs of the students, it is then that the students are motivated to work hard and achieve the fifth level, thus self actualization. They value advice given by their parents and the teachers.

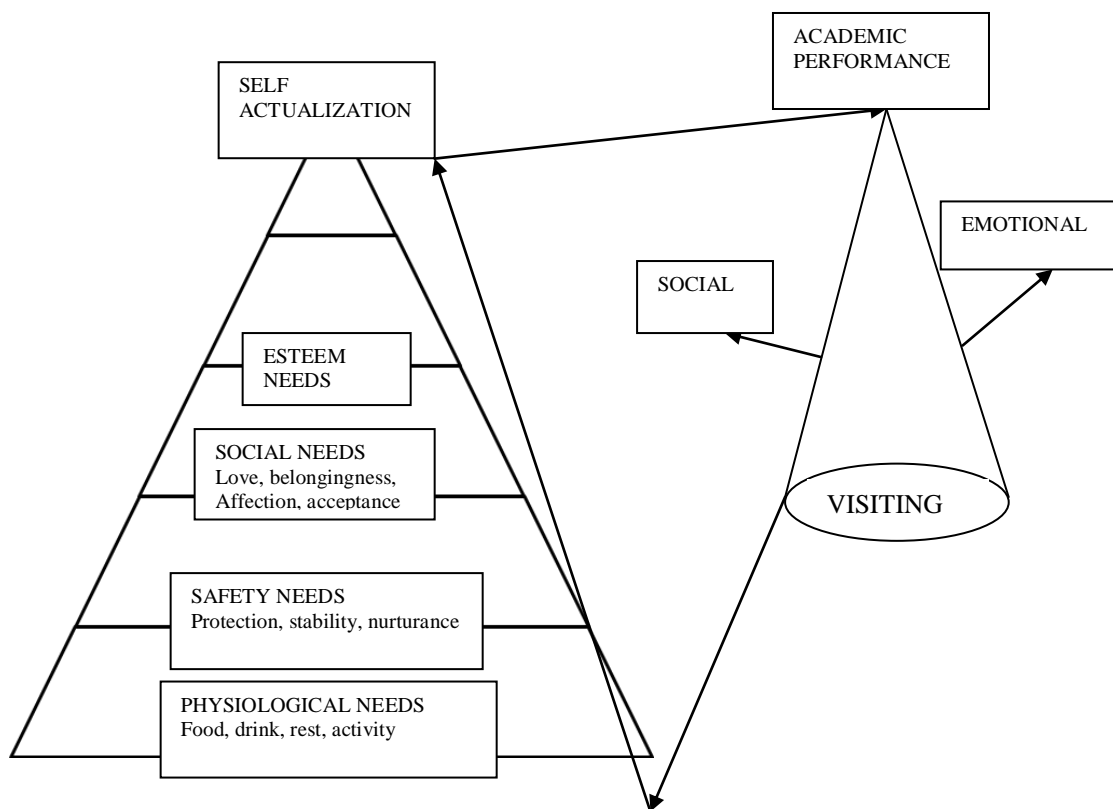


Figure 1.1 Maslow's Hierarchy of Needs

When parents visit their children in school, they bring food, learning resource materials and personal effects highlighted by Maslow (1970) as lower needs (physiological). As a result, the social and emotional needs thus (love, sense of belonging, protection, among others) which are dependent variables in the study are taken care of hence motivating the child to strive for excellent performance, climbing the ladder to self actualization, the highest level as seen on the pyramid above. The above diagram indicates a close relationship exists between the independent and dependent variables of the study which in turn concurs with Maslow's (1970) perceptions in his five level pyramids above.

1.14 Operational Definition of Key Terms

In this study, it is important that the terminologies used be properly defined for a more refined understanding. The same shall be done as below.

Academic Performance: In this study, it refers to grade achievement of students in examinations. It was determined by the student's over role performance in all subjects in the past six end-of-term exams in form one and form two. Performance was treated as interval data in terms of grades A to E (1 -12) points. The highest grade A has 12 points and the lowest grade E has 1 point.

Social Status: In this study, it referred to that cordial relationship or interaction between the students and their parents during the visit and how it affects their social life in school.

Emotion Status: In this study it referred to the student's state of arousal as a result of parental visit and how it affects their emotional life in school.

Parental School Visiting: Visiting comes from the word visit which implies going to see a person or place. In this study it referred to the occasion when parents are invited to school

to keep abreast with their children's welfare. It was determined by the frequency with which a student is visited by his or her parents /guardian/relative during the official visiting days.

Visiting Day; (Social Function): The day or date on which parents are invited to check on the welfare of their children by providing their personal effects and to discuss and guide their children on academic affairs. Parents are allowed to carry food as well and share with their children as they interact on this particular day.

Gender: In this study it referred to the state of being male or female.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, the researcher reviewed literature related to influence of parental school visiting on the social, emotional status and academic performance of students. The reviewed literature included parental role and involvement, emotional status, socialization, and motivation in the field of education. The purpose of undertaking the above literature review was to identify gaps so that the current research could fill.

2.2 The Role of School Visiting

Parents' visitation days are easy to organize and a great way to get parents in touch with their children. The purpose of parental visiting includes but is not limited for parents to get involved in students affairs and so as to lure elusive parents to come to school but also be informed about the affairs of their children. It is also a program that bridges the gap between school and home hence keeping the student connected to both of these places. Visitation causes the student to appreciate the fact that home and school complement each other hence he or she should not be able to choose one over the other. Posting students grades on the notice board for them to see keeps parents in 'touch' and children 'on toes'. When parents visit their children in school and the five mentioned purposes are accomplished, perhaps this can go a long way in improving the social emotional status and academic performance.

In *Thoughts and Adventures* John (2007) with a title *Visiting Day at Boarding School* brings a good appreciation of the role that visiting days play. The author takes it upon himself to explain various scenarios that surround visiting days. He indicates that “Saturday is the day for the monthly visiting day at Donna’s boarding school...parents are prevented from visiting other days besides the designated one so that it allows a better learning environment due to fewer distractions...” He also states that “boarding schools are preferred because they give children ample time to concentrate since their evenings are spared from house hold chores. Some households lack electricity hence their study hours are shortened, such are better of in boarding schools.” He also expresses the excitement he experiences as he sees the daughter running to receive him on arrival.

Perhaps the above thoughts reveal the thoughts of many parents and schools that offer boarding facilities and embrace parental visiting. It is the intention of the researcher to further establish the role or purpose of parental visiting and its effects on the social emotional stability of the child which directly affects academic performance. Parental visitation offers a two way communication which is essential to a child’s academic progress; it encourages continued parental involvement which in turn helps parents to get acquainted with their child’s educational environment, Eugene (2000).

The Gachathi report, (1976) noted the need to have parents and the community involved in school affairs such as discipline and general welfare. Parental school visitation is part of a child’s welfare. It also recommended talents and personalities to be developed within the context of mutual social responsibility. The commission recommended guiding and counseling to be strengthened in schools and colleges to become an active service on day to

day basis advising students on academic, social, and practical aspects of life. Saoko and Mutemi, (2000) noted that most school teachers needed knowledge on the psycho-social needs of a child and training. Parents, trained counselors, teachers, religious bodies among others would undertake this exercise. Parental school visiting can offer an opportunity for parents to guide and counsel and meet the social emotional needs of their children hence improve their academic performance, as stated by Wachira, (2009) in the Standard Newspaper dated July 5th 2009,

“A case of Nairobi parents who have been blamed over ills in schools. Parents have turned school visiting into carnivals. A part from large quantities of food, parents’ troop to schools accompanied by their children, relatives and friends and provide them with food that would put menu in five star hotel to shame and the school visiting day becomes a family outing. Yet they don’t buy them the most basic learning materials like textbooks,” pp 27.

Questions arise such as; do parents understand the role of school visiting? Are there policies guiding schools on how to carry out the visiting activities? What influence does their entry behavior in terms of mode of travel, dress, type and amount of food and pocket money brought to their children have on other students in school? This is an indication that parents ought to be guided on quality school visiting since some of them are abuse the purpose for parental school visits.

Robust research has been done on various aspects on the role of parents in education. In Kenya include (Kapila, 1976; Kimani, 2008; Cherop, 1986; Shiundu, 1990; Wandabwa, 1996; Wasike, 2005; Amburo 2008). Outside Kenya include (Fullan, 1992, Mortimore et al 1988; Zins & Weissnberge, 2003) among others. The researchers mainly concentrated on parental influence, involvement, role, background, socialization, motivation and academic

performance. This study fills the gaps created by the previously mentioned studies in this area. This is necessary because this study establishes the influence of parental school visiting on the social emotional status and academic performance, a subset of parental involvement.

2.3 Related Literature from outside Kenya

Zanjoc (1976) emphasizes the importance of the amount of time that the parent and the child spend interacting as quoted by Wandabwa (1996). He argues that the parent and the child interaction are important to the child's social and cognitive development. Parental influences on school performance begin long before the adolescent years and include their involvement in children's education, family structure, and rearing techniques. With the inception of boarding schools, children spend more time in school (9 months in a year) than with their parents (3 months in a year), this implies that the time children spend with their parents is a limited interaction time. Therefore school visiting gives parents an opportunity to keep abreast with the welfare and academic progress of their children and also bond with the teacher whom they partner with, in shaping the destiny of the child Eugene, (2000).

Also Mortimore et al, (1988) in his study on School Effectiveness observed that parental involvement practices represented one of the 12 key factors that differentiated effective from non-effective schools. He wrote:

” our findings show parent involvement in the life of the school to be a positive influence upon learner's progress and development. This

included help in classroom and on education visits and attendance at meetings to discuss learner's progress-----.

These findings support the current study on parental visiting as effective contribution towards the proper commendable working of an academic institution. This is because when a parent visits a child in school, the parent is able to meet with the teachers and establish the academic progress of the child. Further, by the parent seeing the child and interacting with the child physically, presenting gifts in terms of foodstuff, personal effects, books among other gift, the child feels a sense of belonging, love and protection hence one's social emotional status is boosted which directly affects the academic performance.

2.4 Related Studies in Kenya

A study by Shiundu, (1990) investigated the role of a parent in the child's education with a view of establishing to what extent parents in Kenya play their role in education. He involved grades 5, 6 and 7 in Kakamega district. The study sought to answer questions such as, how does a parent's social status influence the child's education. Which areas of a parent's domestic administration promote or retard the child's education? To what extent does the parent's economic standing affect the child's education?, How far does the *parents interaction with the child's education go?* Based on his findings, Shiundu (1990) concluded that the role of a parent to a child's education could be looked at from several perspectives namely an overview of the child rearing, the parent/guardian, the child's education, parents role and cost sharing (partnership).

Shiundu, (1990) proposed that the starting point in a child's education should be for the parent and the child to know each other well. Secondly, to contribute in feeding, clothing, shelter, counseling, guidance, loving, sharing, caring and *socializing aspects of life*. Parents should also set goals for their children and guide them in career choice. They should provide security against diseases, poverty, immorality, ignorance and inferiority complex. They should provide facilities needed for the mental, spiritual, physical, social, psychological, and emotional growth of the child(ibid).While this study adequately addressed the role of parents in education the current study sought to establish the influence of parental visiting on the social emotional status and academic performance of students.

Wandabwa, (1996) observed that co-operation between the parents and school has a lot to account for the academic outcome of their children. She further observed that parents can offer academic stimulation for their children to do well in school. She recommended forums to be created in schools where parents meet with teachers to discuss academic progress of their children. She was strongly against schools that discouraged parents from visiting their children in their schools in Bungoma District. She further recommended that parents should be encouraged to visit their children for academic and entire welfare of their children.

Nzau (1999) supported Wandabwa, and one of his research questions was, "in what way can parents motivate their children?" In his findings the answer was "through paying of fees promptly, giving them rewards for good performance, guiding and counseling, encouraging them to work hard, monitoring their progress in school, providing basic needs, and visiting them in school". The above mentioned scholars expressed the role of parental involvement. The current study looked at the details of how parental visiting can influence an individual

socially, emotionally and academically. Amburo (2008) recommended future research to investigate different variables in relation to motivating the student toward academic motivation. Such variables include parental visitation and its influence on social emotional status and good academic performance.

2.4.1 Visiting versus Social Status

When parents go to school to see their children, they invite a social environment. This is part of the Kenyan culture. Culture provides a foundation for social identity, consciousness, and self direction. A Kiswahili saying goes “mkosa mila ni mtumwa.”(A person without a culture is a slave). The children get excited to meet, interact and share food and pieces of advice from their parents. A quote from Education Watch Volume 36 March/April (2013) “school visiting is a time every parent and student longs for “. Such expressions reflect the value attached to parental school visits. Maccoby (1983) observed that children’s interaction with the parent develop the pattern for his / her later interactions with the members of the society. He also observed that children are reinforced by physical stimuli like food and affection, among others. They develop self efficacy as they attempt to exercise greater influence over their physical and social environment.

Considerable research suggests that social comparison is an important variable mediating many aspects of our emotions and social lives and self esteem Suls and Wills, (1991) and Woods (1998). Researchers echo that low academic performers appear to be slaves to their emotions. Their emotions dominate their intellectual power and make it difficult for them to progress in class. They find it difficult to be assertive due to the fact that they are distressed and hopeless due to poor performance. They then tend to develop social anxiety and

generalize their feelings of hopelessness in academic work to social situations. They also express their emotions through crying, sorrow, anxiety, agitation, and sleeplessness, (ibid). Psycho-social needs mainly stem from lack of emotional affection and a loss of physical care and security provided by parents. It is in view of this that the current study looked at the relationship between the social emotional status and academic performance and whether parental school visiting is the cause of the results obtained and made necessary recommendations.

In the five factor theory, the trait extraversion, agreeableness, and openness have been used to identify the characteristics of people who are social verses the anti-social as seen below.

Table 2.1 Brief description of three of the “Big Five” Personality trait.

Extraversion	Agreeableness
Retiring-----versus -----sociable	Irritable -----versus-----good nurtured
Sober-----versus-----Fun loving	Ruthless-----versus-----Soft-hearted
Reserved-----versus-----Affectionate	Selfish-----versus-----Selfless
Quiet-----versus-----Talkative	Callous-----versus-----sympathetic
Loner-----versus-----joiner	Vengeful----versus-----forgiving

Openness

Conventional -----versus-----	Original
Down-to-earth----- versus-----	Imaginative
Uncreative----- versus-----	creative
Narrow interests----- versus-----	Broad interests
Unadventurous----- versus-----	Daring

Source: Psychology. An introduction 8th Ed, by Benjamin Lahey pg 419 (2004)

If the social aspects of children's lives are taken into consideration such as visiting them among others, children may develop positive social attributes such as joining and talking to others, rather than being lonely and quiet and vice versa as seen on the above table. The characteristics on the left side of each subtitle above namely openness, extraversion and agreeableness reflect a student who is less sociable compared to the one who bears the characteristics on the right side of each subtitle mentioned. Secondary school children range between thirteen years and above. An adolescent period is characterized by social, emotional and physical changes which if not well negotiated can lead to behavioral problems such as violence, indiscipline, irresponsible sexual problems, drug abuse among others. Therefore it is important for their social needs to be met.

2.4.2 What personal, social, and emotional development means to children

- i. For children, being special to someone and well cared for is vital for their physical, social, and emotional health and well being.
- ii. Being acknowledged and affirmed by important people in their lives leads to children gaining confidence and inner strength through secure attachments with these people. Parents are among them.
- iii. Exploration with close relationships leads to growth of self assurance, promoting a sense of belonging which allows children to explore the world from a secure base.
- iv. Children need adults to set a good example and give them opportunities for interaction with others so that they develop positive ideas about themselves and others. When parents visit their children makes them feel loved, accepted highly valued and therefore important. Such an opportunity for the four

mentioned perceptions above to be realized by the children may directly affect their academic performance.

A study by Bauer, (1992) cited by Kirkby (2002) used college student's experiences questionnaire (SEQ) to analyze differences in self reporting gains that students make in academic and personal / social development. Findings from 927 college students and those with high grades A to B+ reported making greatest gains in academic and social skills .This implies that the social and academic life of a student could be related .A student who is socially balanced may find it easy to engage in constructive class discussions and revision of exams with others hence perform well.

2.4.3 Visiting versus Emotional Status

Parental Visiting can have either positive or negative effect, on children who are visited or not visited. Everyone has emotional equipment for expressing anger, anxiety love, joy, happiness and sorrow.

The principle need for normal development of emotion include;

- i. an assurance of being loved
- ii. a sense of security
- iii. An opportunity to make good personal relationships.

Such needs are first supplied by the family when the mother fondles and protects her infant. A bond has been created between the mother and the child and needs to be nourished so that the child develops emotional balance. Children who lack love, security and other conditions that count emotionally lead to the delinquent child because they deprive the

child of confidence in his ability to control his emotions successfully. School visits trigger varied emotional reactions. Depending on one's personality trait, as described in the five factor trait theory, the neurotic type will worry, feel insecure, cry, and withdraw, among others, when they are not visited. Those who are visited may relax; feel secure, calm, at ease and comfortable. Students bearing such positive attributes may develop conscientious characteristics such as hard work hence perform well academically (Table 2.2).

Table 2.2: Two of the “Big Five” Personality Traits.

Neuroticism	Conscientiousness
Calm -----versus-----worrying	Negligent-----versus-----Conscientious
Comfortable----versus-----Self-conscious	Careless-----versus-----Careful
Relaxed-----versus-----High-strung	Lazy-----versus-----Hardworking
Secure-----versus-----Insecure	Undependable---versus-----Reliable
At-ease-----versus-----Nervous	Disorganized-----versus-----Well organized

Source: Psychology. An introduction 8th Ed., by Benjamin Lahey Pg. 419 (2004)

Below are some of the characteristics of emotional immaturity displayed in neurotic and careless individuals who perhaps are deprived of love, care and attention and so are emotionally unstable.

Table 2.3: Indications of Emotional Immaturity in School include

Aimlessness	Impulsiveness	Jealousy
Arrogance	Lack of self-control	Violence
Bullying	Suspicion	Selfishness
Cheating	Rebellion	Fear of failure.

Source: Principles and Practice of Education by Farrant, (1980)

The above mentioned characteristics are a reflection of what is happening in our society today. If conducive conditions are provided by the school and parents early enough, situations such as the (2008) students unrest that affected over 300 schools, arsonic acts of Mungiki (youth), (2009) burning of Kenyatta University buildings worth millions of shillings can be minimized in Kenya . There is a proverbial saying ' a mature tree cannot be straightened' and 'The earliest bird catches the worm.' Parents should therefore visit their children in school to develop their social emotional stability early which may contribute to good academic performance and happier individuals. Piaget in his formal operation stage says the adolescent reason abstractly, view alternatives and process complex information. Secondary school students are undergoing adolescent stage and are sensitive to what goes on around them, therefore parents and the school must monitor them very closely, ensuring that their social and emotional needs are taken care of. This may be achieved through parents visiting them in school among others.

Research conducted by Durklak, Weissberge et al, (2007), showed significant statistical differences between high and low emotionally intelligent groups of five measures namely interpersonal skills, intrapersonal skills, adaptability, stress management and general mood

with respect to their academic performance. The study revealed that high performers have a repertoire of social and emotional skills essential for meeting the academic challenges where as low performers possess insufficient competences to meet challenging and competitive academic environment. Developing self confidence and effective strategies to cope with everyday life are so important for children because they improve in academic environment once they have this skill. Children ought to be helped to develop the ability to think critically and analytically while creating innovative solutions to problems.

Another research among the British students studied the relationship that exists between trait emotional intelligence and academic performance in examinations at the age of 16 and above the level predicted prior to attainment at age 14. Research revealed that people with high trait emotional intelligence perform better in school (Zins et al 2004). When parents utilize school visits along with other activities, they can go a long way in achieving the above characteristics hence better grades in school.

Kirk, (1972) cited a study conducted by California state department of Education in 1961, quoted by Ndurumo. The study focused on two groups: one that had emotional problems and the other which had none. Teachers were asked to identify children who had emotional problems. Results of the study revealed that the two groups differed significantly. The emotionally disturbed were seriously below average in school achievement and had discipline problems. Some of them displayed characteristics such as hysteria, examination phobia, withdrawal symptoms, crying over petty issues among others. Unlike the group that was emotionally stable, it performed well in school and had minimal discipline problems.

This implies that the emotional status of a child affects academic performance. The current study confirmed the above mentioned results and gave recommendations in chapter five.

2.4.4 Social Emotional Status and Academic Performance

Researchers argue that social and emotional development affect academic success therefore should be targets of intervention. A research was done on promoting Academic achievement through social and emotional learning by Weissberg, (2007). They all concur that facilitating student's achievement means addressing barriers of learning, many of these barriers are social and emotional. When this is successfully done, the student obtains social emotional competence. Social emotional competence refers to the capacity to recognize and manage emotions, solve problems effectively and establish and maintain positive relationships with others. Gottfredson and Najakas Meta-analysis (2001) of 165 studies examined the effectiveness of various school based activities. Their study revealed that social and emotional learning programs increase attendance and decreased the dropout rate (Zins et al, 2004). Another research finding by Mirsky on, the Collaborative for Academic Social and Emotional Learning (CASEL, 2007) confirmed that school based social emotional learning programs help students build positive relationships develop empathy and resolve conflict respectively and cooperatively and also affect academic performance positively. Students with this kind of exposure improve, significantly in forms of social emotional skills, attitudes about themselves, others and school, social and class room behavior, emotional distress such as stress, anxiety and depression. Moreover achievement test scores 11% higher for such students than those who are not exposed (Weissberg, 2008). Researchers have observed that a number of primary and secondary schools are currently using new curriculum for actively developing pupil's social emotional and behavior skills

such as Thomas Jefferson School in Illinois, (Zins-et al, 2004). Kenyan schools are doing the same with life skills.

The nature of learning in school setting is fundamentally social. Most successful children in class are likely to be active and pro-socially engaged with peers and teachers. Such students communicate effectively, listen to evaluate and integrate the ideas of others, elicit ideas and input from others and ask for help when necessary. Students who are emotionally connected to peers and teachers who value learning and high academic performance often adopt similar values (Hawkins, 2001). Students who benefit from positive relationships and interactions tend to achieve above average academically.

A study done in Illinois bearing the title “Core Sel Competences” aimed at promoting the fact that social emotional growth has a relationship with the life skills which concur with the research done in Kenya. Kenya Institute of Education (2008) produced a book entitled Kenya Secondary Life Skills Education. SEL refers to social emotional learning. Life skills help learners to develop psychosocial competences that help the learners make informed decisions, solve problems, think creatively, build healthy relationships, empathize with others and manage their life in a healthy and productive manner.

Where life skills are well developed and practiced, they enhance the well being of a society and promote a positive outlook and healthy behavior. They enable the individual to translate knowledge, attitude, skills, and values into action, behave responsibly and this leads to healthy living, develop full potential and communicate effectively. If students are exposed to skills such as decision making, problem solving, critical thinking among others,

they will learn to handle and adjust to situations that arise in life. For instance when a parent fails to visit a child at one time due to genuine and un avoidable circumstances, an emotionally balanced child will adjust to it and not get adversely affected to a point of feigning sickness and dropping in performance.

Secondly, the disparities in the social economic backgrounds of students dictate that not all will be visited and not all will have similar food, and pocket money. The type of family such as Polygamy or monogamy, single parent, divorced, financial status, family size among others may have a bearing on entry behavior of parents during school visits. Chances are that students from poor and illiterate homes may not have frequent visits compared to those from rich families. Medrich et al as quoted by Magangi, (2006) noted that children from single parent families receive less adult attention and are involved in fewer activities with adults. As a result they lose out on important social and intellectual stimulation of which parental visiting could be one of them. With the above mentioned skills, such children can understand, adjust and cope with their situations. They will think critically and make sensible decisions. This study can help custodians of education such as curriculum developers, counselors, parents among others to embrace life skills, with an understanding of their role in shaping the social emotional stability of a child which may subsequently affect academic performance.

2.5 Gender and Parental Visiting

Gender differences in cognitive, social and personal characteristics have been investigated since the early 1900's. The differences are apparent from infancy and others emerge in the late childhood and adolescent. In the evolutionary theory of sex (Mac Donald 1988, 1991,

1995, Traphell and Wiggins, 1996), the theory predicts species with sex differentiated patterns of parental investment. The sex with the lower level of parent investment (typically males) is expected to pursue a more risk-taking neophilia and exploratory behavior. This is so because the high investment sex (typically females) is expected to mate relatively easily and is highly limited in the number of offspring and vice versa. Mating of males is expected to be much of a higher enterprise than females. Males in general are expected to be higher than females on behavioral approach systems (Including sensational seeking, risk-taking, impulsivity and social dominance and lower on behavioral withdrawal systems including caution and fear. Females are expected to be higher on nurturance love scale of the circumflex model. In this study, mothers were frequent visitors of their children and females were visited more than males; a fact similar to what has been described above. Theoretically expected sex differences have been found cross-culturally in studies performed in America, England, Scotland, Thailand and Japan (Zuckerman 1979).

2.6 Summary

The literature reviewed in this section presents views of scholars about their perceptions on parental involvement in education. They concur that parents are partners with the school in education because they share the same goal. However, several shortcomings do emerge. Wandabwa, (1996) among others; for instance, are of the view that parental visiting is important because parents offer academic stimulation for children to do well. She should have given more insight into what she referred to as academic stimulation and the nature of the visit, what parents ought to do and how to do it. The current study filled that gap.

Zanjoc and Maccoby, (1983), observed that the amount of time the parent and the child spend interacting is important for better knowledge of one another. Their observation would have been more complete had they mentioned occasions when such interaction should take place and what is considered as quality interaction that yields good academic results. The current study has taken care of that.

Shiundu, (1990) in his research study investigated the role of a parent in the child's education. He clearly stated by meeting basic needs, guidance, loving, sharing, caring and socializing aspects. He failed to give suggestions how this could be done, what he referred to as socializing aspects and the benefits of socialization process.

Kapila, (1976) investigated parental involvement and academic achievement in schedule "C" schools in Nairobi. The study hypothesized that parents who encourage, are interested in and are generally involved with their child in school work and other areas of interest will have children who perform better in school and national examination. The study concluded that there was need to invite parents in schools to discuss the progress and welfare of their child. The current study widened the scope by identifying an occasion like parental visiting that can meet this objective.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents data collection, description of the study area, study population, research design, study area, target population, sampling procedures, sample size, data collection instruments, pilot study, validity, reliability, data collection procedures, Ethical considerations, scoring of the instruments, data analysis and chapter summary.

3.2 Research Design

The study adapted a causal comparative design. It refers to a type of research where causes are studied after they have exerted their effect on another variable (Mugenda and Mugenda, 2003). In this design, the variable of interest cannot be manipulated. This design was suitable because it helped to compare the influence of the frequencies of parental school visiting (an independent variable) on the social -emotional and academic status of the student (dependent variables). The study compared its influence on those students who are visited against those who are not visited at all and how it is then reflected in their socio-emotional and academic status.

3.3 The Study Area

The study was carried out in the larger Kakamega District. Kakamega District is one of the eight districts that make up the former Western province which was split in 2007 into four districts: Kakamega East, South, North and Central. As at the time of the study, the district had seven divisions comprising twenty seven locations and ninety seven sub locations covering a total area of 1,394.8 Km². The district receives heavy rains and is fertile. Crops grown in Kakamega include maize, sugarcane; tea among others. The district has mineral production potential for instance gold. Other economic activities in the region include agro forestry. The area was for the study because it had sufficient resources towards the research at hand. In addition, the larger part of Kakamega has a high number of boarding schools that gave favorable and reliable data hence better results.

3.4 Population

The study was carried out in the larger Kakamega District before it was split into four districts in (2007). The target population was boarding secondary school students. The accessible population was form three students. This is the population to which the research findings were generalized. The larger Kakamega District had a total of 122 secondary schools, 35 boarding and 87 day schools. There are two categories of schools mixed and single sex. The type of schools included day, boarding, private and public. The study used the form three classes because they are mature enough to make informed decisions and that the adolescents at this level can argue well, have alternatives to their problems and can process complex information Piaget,(1969). This made them the most appropriate for the study.

3.5 Sampling Procedure

The researcher used stratified and random sampling techniques to select the respondents. Kakamega district had a total of 122 secondary schools at the time of study. These schools were stratified into boarding schools 35 and day schools 87. The 35 boarding schools were then stratified into boys' only and girls' only schools. Stratified sampling is a technique which identifies subgroups in the population and their proportions and selects from each subgroup to form a sample. It groups a population into separate homogenous subsets, which share similar characteristics in order to ensure equitable representation of the population in the sample; (Mauch et al 2003). Simple random sampling was used to select particular schools from each stratum of the 35 hence arrived at 15 schools that participated in the study. Random selection was done through the ballot method which ensured that each member in a population had an equal chance of inclusion in the sample (Orodho, 2005).

Table 3.1: Sampling frame

Gender	Population	Proportion	Sample
Boys	2314	$\frac{2314 \times 255}{6941}$	85
Girls	4627	$\frac{4627 \times 255}{6941}$	170
Total	6941		255

Source: Analysis from field Data

3.6 Sample size

The sample size was obtained from 15 out of 35 boarding schools in Kakamega District. Selection was done randomly. The 15 schools were selected giving 27.2% of the total population of all the schools in the District. Mugenda and Mugenda, (1999) recommend a

sample of 10% to 30% for social science research, therefore the sample was within the recommended range of a representative sample. A total of 17 students from each of the 15 schools were selected through simple random selection. This was done through secret ballot to ensure that each member had an equal and independent chance of being selected to participate in the study. The sample consisted of 255 form 3 students of which 85 were males and 170 were girls in proportion to their numbers.

3.7 Data Collection Instruments

Primary data were collected using questionnaires while secondary data were collected using a document analysis schedule. Mutai, (2000) defines a questionnaire or schedule as lists of questions in a set form meant to point to respondents in a prescribed sequence but because the questionnaire is seen and administered, the instructions contained in it are addressed to the respondent making it the most convenient tool to use in the research. These instruments were the most relevant instruments to meet the goal of the research.

3.7.1 Questionnaire

The researcher used the questionnaire to collect data on the influence of parental visiting on students' social emotional status and academic performance. Both quantitative and qualitative were collected using closed and open items respectively. The latter was used for purposes of freedom of expression on the respondents' part. A likert scale was used to measure opinions about the social and emotional status of the respondents. The questionnaire was prepared and administered to 255 form three students in the 15 boarding secondary schools selected for the study. The questionnaire had two sections; Section one

had students' bio-data and section two had part (a) parental visiting, (b) social status and (c) emotional status questions.

3.7.2 Analysis of Documentary evidence of the Research Instrument

End of term average scores in all subjects for each student were obtained from the director of studies in each school. Each subject was graded on the basis of a 12 point scale. 12 points were the highest whereas 1 point was the lowest score. There were three terms in a year. Therefore, a total of six end-term results for two years for the form three classes were analyzed and compared with the frequencies of parental school visiting in order to draw conclusions about its influence on the social and emotional status of the students.

3.8 Pilot Study

Piloting was done in two schools within the neighboring Vihiga district. The academic level of the target population was maintained, that is, form three students. 17 students from each of the two schools giving a total of 34 students participated in pilot study. Piloting is important because it allows for adjustment of tools to be made in order to ensure that the objectives of the study are covered. Questionnaire schedule given to pilot schools enabled the researcher to establish whether the items elicited the intended response. Piloting also enabled the researcher to determine whether the items used are acceptable and relevant in terms of content or comprehensive enough to explore.

3.8.1 Validity of the Research Instrument

This refers to approximate truth of propositions, inferences or conclusion. Mugenda and Mugenda, (2003) define validity as the degree to which results obtained from the analysis of the data actually represent the phenomena under study. Content validity of instruments

was ascertained by consultation with colleagues and experts in the department of Education Psychology such as my two supervisors Dr. Ogoma and Professor Too, (2010) in order to make adjustments where necessary and perfect the work. Kelinger, (1973) states that for the research instrument to be considered valid the content selected and included in the questionnaire must also be relevant to the variable being investigated.

3.8.2 Reliability of the Research Instrument

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 2003). The more reliable the test is the more confidence one has to use the instrument.

To determine the reliability a split half test method was used. The reliability coefficient is determined using the split-half for accuracy purpose. A reliability coefficient ranging from 0.65 to 0.85 is considered accurate enough for purpose of research (Cohen and Marion, (1989). In the current study Pearson product moment correlation and Spearman's Brown formula were applied and reliability (r) of 0.778 was obtained. The formula; r total test =

$$\frac{2r \text{ split half}}{1 + r \text{ split half}}$$

This was high enough hence the researcher gained confidence to use the instrument.

3.9 Data Collection

The researcher collected data from the students in the selected secondary boarding schools. The main instruments of data collection were questionnaire and documentary records. Two types of the questionnaire were used; the mail and self administered (Bong or gall 1983).

The self administered type of questionnaire was used (likert scale type) to establish the social emotional status of the students. It is convenient in terms of time and finance.

Documentary records were used to analyze six end of term results to gauge academic performance of the students. A three part multi-variate type of questionnaire which had two sections was used. Section one had part (a) students bio data and section two had part (b) parental visiting, part (c) Social status and part (d) emotional status. The first part obtained information about the student's bio data that helped in the interpretation of results . The second part the questionnaire helped to establish whether parental school visiting influenced the social emotional status and academic performance of students.

3.9.1 Data Collection Procedure

A pre-visit for familiarization to sampled schools was done, and then consent was sort from head teachers of the respective schools. Data collection involved, collecting data from the respondents using the method discussed above, for analysis. On visiting the schools, the head teachers were alerted of the researcher's presence. As soon as permission was granted, the researcher went on to administer the questionnaire to students and under supervision. The questionnaire were filled individually hence ruling out responses from respondents who engaged in discussions with others for purposes of getting each individual's opinion. This would help ascertain as to whether the questionnaire met the objectives of the study.

3.10 Ethical Considerations

The researcher sought permission from the relevant authorities. This was done by seeking authority to conduct research by filling a form obtained from the graduate school in the

Office of the Dean of Students Moi University. Thereafter, the researcher proceeded to get a permit from the National Council for Science and Technology. The District Education Officer was notified before visiting the schools to collect data. The respondents were requested not to indicate their names on the questionnaire form as an assurance of confidentiality. A vote of thanks to the principals and respondents was given after the exercise.

3.11 Scoring of the Research Instrument

Questionnaire was both qualitative and quantitative with both open ended and closed ended items which were utilized mainly for purposes of freedom of expression on the respondents' part. There were 35 items in total mainly quantitative. Questionnaire allows one adequate time to respond to items. It also allows for a large sample to be used within a short time. It guarantees objectivity among the respondent. It was divided into two sections. Section one was students' bio-data, section two questionnaires for students measuring the three variables. Section one part (a) had student's bio-data questionnaire. The bio data helped in understanding the background of the respondents and how it influenced the frequency of parental visits. Section two of the questionnaire covered part (b), (c) and (d) within which the three variables were explored, that is, parental school visiting, social and emotional status. Section two of the questionnaires helped to relate the frequency of parental visits and its influence on the research variables. Rating of the social and emotional status was done through likert-scale type of questionnaire derived from the "big five personality traits" theory. Scores ranged from Strongly Agree (SA) (5) Agree (A) (4), undecided (UD) (3), Disagree (D) (2) and Strongly Disagree (SD) (1). The aggregate score of the fifteen items ranged between the fifteen points on the lower side to seventy five points on the higher side. A score of seventy five on the social status items of the

questionnaire indicated acceptably fair social status; forty five indicated average while fifteen indicated low. A tendency towards the peak side reflected a perceived positive influence and one directed towards the lower side reflected a negative perception and one at forty five reflected a neutral attitude of the influence on social status. The same procedure was applied under emotional status questionnaire .However the emotional status questionnaire was stated on the reverse and so the scores were also reversed to suit that trend .The reason for reversing was to make the respondent not to suspect the outcome or what was being investigated so that they could not be influenced to give responses that suit them.

Parental school visiting questionnaire used nominal scale to label students according to the frequencies of parental visits. Three categories were identified namely those visited frequently, occasionally and not at all. The average mean scores of the three categories were compared against their academic average mean scores .They were narrowed further to two, those who were not visited at all and those who were visited irrespective of the frequency .The results of the two were interpreted and conclusions made. Other items on parental visits questionnaire together with students' bio data helped later in the interpretation of results. Items on the perception of students had both open and close ended questions.

3.12 Data Analysis

The researcher ensured that all questionnaires were filled before any analysis was done .Both descriptive and inferential statistics were used to analyze data. Coding of the data on instruments was done manually, and then scores were entered into a computer file. The

Statistical Package for Social Sciences (SPSS) was used to analyze data. The statistical tools that were used were tables of percentages, mean, mode, standard deviation and frequencies. Inferential statistics such as ANOVA one way and Chi-square were adapted. One way ANOVA was used to test research hypothesis which tells the level of interaction between the three variables and the direction of the relationships. Alpha =0.05 level of significance was adapted.

3.13 Summary

The chapter has described the methodology that was adapted in the study, the research design, area of study, the target population, sample size , sampling and instruments of data collection, reliability and validity of the instruments ,ethical consideration and data analysis.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

4.1 Introduction

This chapter presents, interprets and analyses data collected using the methodology described in chapter three and the research questions and hypothesis. The responses given were analyzed using descriptive and inferential statistics. Interpretation was made based on the findings. It reported data analysis on the influence of parental school visiting on the social, emotional status, and academic performance among boarding secondary school students. A total of 255 copies of questionnaires were administered with 96% response rate. The first section presented the demographic characteristics of the respondent. The second section presents research objectives, a restatement of the research question, null hypothesis and finally descriptive statistics, inferential statistics and appropriate interpretations.

The first step in any analytical analysis involves descriptive report. Descriptive statistics is essential because it enables the reader to examine the characteristics of individual variables before looking at the results of inferential statistics (Grevetter and Wallnau, 1996).

4.2 Demographic characteristics of the Respondents

Demographic characteristics of the respondents included gender, and school region. The respondents were both male and female respectively. They were drawn from east, north, south and central part of the larger Kakamega district. A total of 15 schools and 17 students

from each school participated. Kakamega East had four schools, north four, central two and south five respectively. The respondents were all from provincial schools (Table 4.1).

Table 4.1: Demographics Characteristics

		Frequency	Valid Percent
School region	North	63	24.7
	East	79	31.0
	Central	51	20.0
	South	62	24.3
Gender	Male	85	33.3
	Female	170	66.7
Visits	not at all	17	6.7
	Occasionally	146	57.3
	Frequently	65	25.5
Total		255	100.0

4.3 Parental Visiting

To establish parental involvement in education, the frequency of visitation, who visits and parent representation were examined as presented in the subsequent subsections:

4.3.1 Visits Frequency

Results of how often students are visited, majority (36%) are visited frequently, 57.3 % occasionally and 6.6% are not visited at all (table 4.2).

Table 4.2: visits		<i>N</i>	Percentage
Visits	Frequently	92	36.1
	Occasionally	146	57.3
	Not at all	17	6.7
Total		255	100.0

The above results reveal that majority of the students (93.4%) are visited and only 6.7 are not. It implies that parents are well informed about the role of parental visits in schools as a way of boosting morale in academic performance of their children. The value they attach to the education of their children makes them make an effort to visit their children frequently or occasionally. Those who fail to visit their children could be due to significant factors beyond their control or perhaps they do enough shopping for them at the beginning of term or fail to visit due to sickness and lack of finance among other factors.

4.3.2 Who Visits Students

To establish who visits, responses revealed that 181(70%) of students are visited by their biological parents, 16% by siblings, 11% by guardians, 2% are visited by members of the extended family while 1% are not visited at all (Table 4.3).

Table 4.3: Who visits the students?

Who visits you	Responses frequency	Percent of Cases
Biological parents	181	70.0%
Siblings	41	16.0%
Guardians	29	11.0%
Others	5	2.0%
None	4	1.0%
Total	255	100%

Results in table 4.3 reveals that school visits are done mainly by biological parents (70%) of which 56.3% are by mothers, only 13.7% by fathers. Siblings (16%) also visit; either to represent parents or in company of their parents. The implication of this is that society fully delegates mothers with the role of nurturing children while fathers fend for them. Further, it is apparent that school visits are a concern of the nuclear family and this explains the low level of visits by relatives. Equally, this could be attributed to school policies stipulating who visits students. The overall outcome of this commitment by parents is proper psychological development students require to inspire academic excellence (Kirby, 2002).

4.3.3 Parental Representation during School Visiting

The respondents were asked to choose either false, partly true or true to the question on the questionnaire whether the parents send somebody else to represent them during the visiting days. Results indicate 60% did not send representatives to visit on their behalf, 20% did while 20% partially did (figure 4.1).

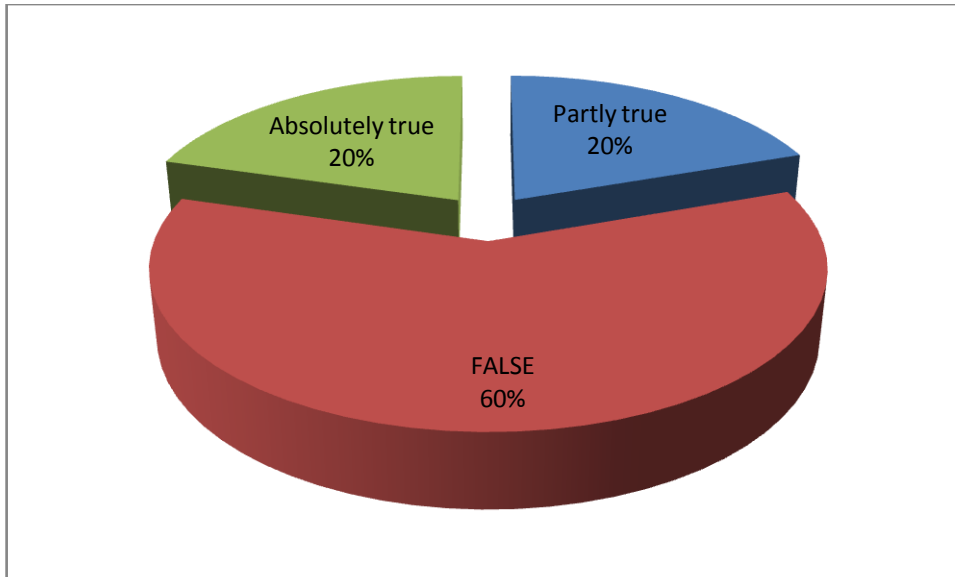


Figure 4.1 Parental Representations

The above figure shows a half (60%) of the respondents said that they were visited by the parents and (40%) who said absolutely true or partly true that their parents could send someone else to represent them in school. The above results imply that majority of the parents understand the importance of motivation in the life of a student and they try their level best to appeal to the social and emotional needs of their children so that they can perform well in school. The few (40%) who represent parents have either abdicated their role to house helps or other people. Such parents have reasons which are genuine for instance unavoidable circumstances such as death or sickness among other factors. However some of them are just negligent.

4.4 Academic Performance

Academic performance of students were described as high, average and weak and the test scores were considered in terms of grades and points where the highest students scored A

(12 points) and the lowest E (1 point). Responses revealed that 136(54%) performed averagely, 66(26.2) performed highly, while 50 (19.8%) were weak performers.

Table 4.4 Academic Performance

Group	High academic performance					Average academic performance				Weak academic performance			Total
	Points	12	11	10	9	8	7	6	5	4	3	2	
Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	
No of boys	2	6	13	2	0	10	12	13	6	7	9	5	85
No of girls	4	6	5	7	21	17	21	32	25	13	10	6	167
Total	6	12	18	9	21	27	33	45	31	20	19	11	252
Percentage of boys	23 (27.1%)					41 (48.2%)				21 (24.7%)			100%
Percentage of girls	43 (25.8%)					95 (56.9%)				29 (17.4%)			100%
Total percentage	66 (26.2%)					136 (54%)				50 (19.8%)			100%

The above results reveal that there is insignificant difference in performance by gender of the students visited. The above results confirm that the students who performed highly could be those who are bright and their performance does not directly correlate with parental visits. Further, in an event where there is parental motivation, girls tend to perform slightly better than boys (table 4.4).

Table 4.4.1 Academic Performance of the Respondents

Variable	Mean	SD	Mode	Minimum	Maximum
Academic performance	5.87	2.77	5	1	12

A mean academic performance of the respondents was 5.9 points (grade c) (± 2.8) with a mode of 5 points (grades c-).

4.5 Social Status of the Respondents

The respondents were asked to tick one among the five choices of the fifteen questions measuring the social status. The researcher quantified the answers and added them to come up with the social status scores for each student. This was then grouped into three: low, moderate and high social status; the frequencies are presented in the Figure 4.2.

The results indicated that 68% of students come from high socio- economic backgrounds, 28% from moderate and only 4% are from low social status.

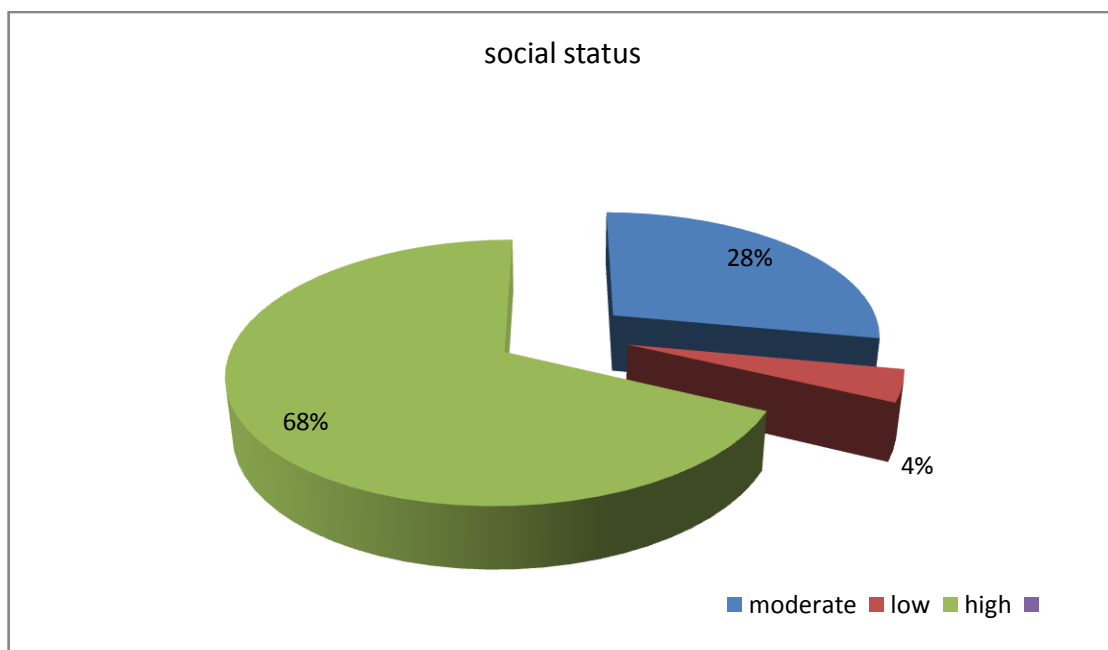


Figure 4.2 Social Status

The results presented in figure 4.2 reveal that the students are socially stable, since almost all of them are visited. This implies that parental visiting has benefited majority (94%) of the students in boarding schools socially.

4.6 Emotional Status of the Respondents

The respondents were asked to tick one among the five choices of the fifteen questions measuring the emotional status. The researcher then quantified the answers and added them to come up with the emotional status scores for each student. This was then grouped into three, that is; low, moderate and high emotional status. The frequency is presented in the Figure 4.3 on emotional status (Appendix B part D). The questions were on the negative sense hence the researcher reversed the points to maintain a positive trend except one question that was positive. This is the reason why points are added from (19-75) instead of (15-75). The researcher then quantified the answers and added to come up with the emotional status scores for each student. This was then grouped into three, that is: low (51-71 points), moderate (40-50points) and high (19-39points) emotional status. Those with high emotional status registered 18%, moderate 43% and low 39% (Figure 4.2).

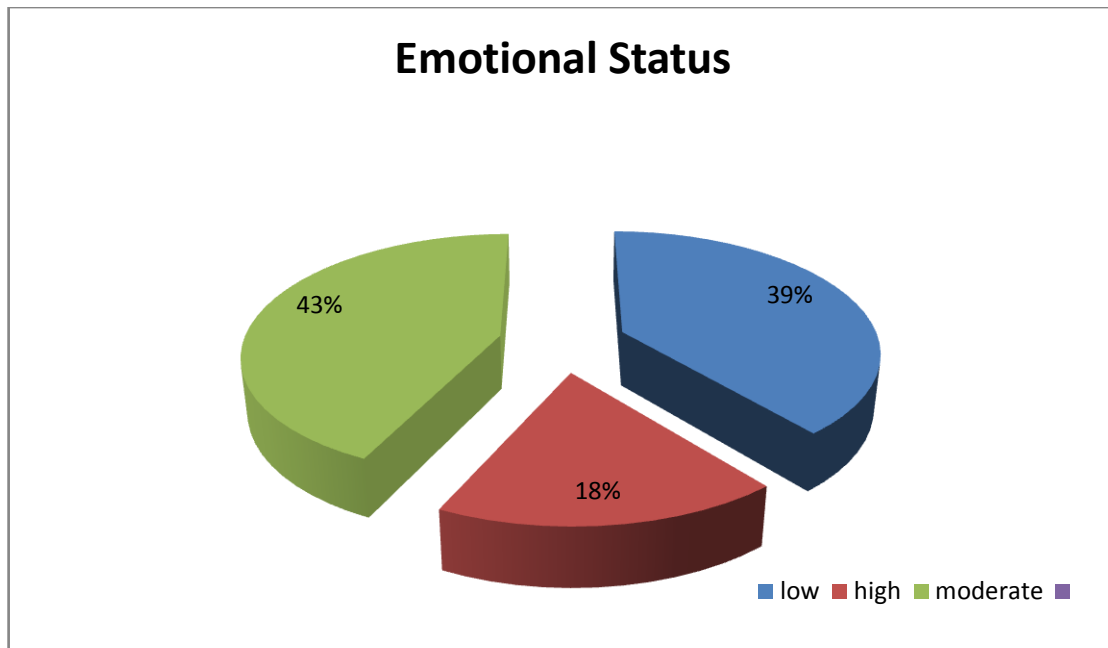


Figure 4.3: Emotional Status

4.7 Results of Hypothesis Testing Based on the Objectives

Each of the hypotheses was tested and results were as presented below:

4.7.1 Objective one: Parental Visiting and Academic Performance

This objective was set to determine the influence of parental school visiting on academic performance among boarding secondary school students. To realize this objective, the first research question was: Is there a significant difference in the mean academic performance among students who are visited and those who are not visited at all?

To answer this question, participants were asked to indicate the correct response to the question: How often are you are visited? Scrutiny of documents and responses were scored and the results indicated that majority of students (235), representing a mean of 6, 01 were visited and only 17 (representing a mean of 3.82) were not visited at all (table 4.3).

Table 4.5 Relationship between Visits and Performance

Visits	Performance			
	N	Mean	Std. Deviation	Std. Error
Not at all	17	3.82	2.430	5.89
Visited	235	6.01	2.734	178
Total	252	5.87	2.765	174

The findings in table 4.5 indicate that visiting days are popular in boarding schools. This confirms the role of parents in education as per the findings of the Gachathi report, (1976) that noted the need for parents and the community involved in school affairs and parental school visitation as important for a child's welfare.

Null Hypothesis 1

On whether there is significant influence on academic performance, the null hypothesis was tested which was derived from the first research question: Is there a significant difference in the academic performance among students who are visited frequently, occasionally and not at all. Upon testing the null hypothesis H_0 , There is no significant difference in the academic performance among students who are visited frequently, occasionally and not at all ($F(2,249) = 6.364, p < .05$.) results were obtained proving there was a significant difference in the academic performance and parental frequencies hence the null hypothesis was rejected. Findings were presented on Table 4.5 above showing that those who were not visited performed poorly (D+) as compared to those who were visited whose mean grade was C Plain. These findings are congruent with Bauer, (1992) Kirby,

(2002) and that students who are visited score high grades of A to B+ hence making greatest gains in academic and social skills.

4.7.1 Objective one: Parental Visiting and Academic Performance

The second research objective was to determine the influence of parental visiting on the social status among boarding secondary school students. To achieve this objective, participants were asked the following question; Is there a significant difference in the social status among students who are visited frequently, occasionally and not at all? In response, a likert scale type questionnaire derived from the five factor theory by McCroe and Costa, (1987) was adapted. The theory measures variables such as extraversion/sociability, openness and agreeableness among other variables (Lahey, 2004). They were to state the extent to which they agreed or disagreed to fifteen statements. Their response was based on five categories, strongly agree (SA) agree (A) undecided (UN) disagree (D) strongly disagree (SD). Scores ranged from (SA) 5 (A) 4 (UD) 3 (SD) 2 (D) 1. Participants who scored below 15 were ranked low, those with a mark of 45 were average and those with above 45 were ranked high. The results obtained were indicated on table 4.5. The Table below shows that very few individuals 9 (3.5%) had low social status as compared to the moderate 72 (28.2%) and high 174 (68.2%), of which the same trend could be observed in both those visited and also those not visited at all. Most of those with high social status were visited (164), while majority (66) of those of average social status were also visited.

Table 4.6 Relationship between School Visits and Social Status

Visitation	social status			Total
	low	Moderate	High	
not at all	1 (5.9%)	6 (35.3%)	10 (58.8%)	17 (100%)
Visited	8 (3.4%)	66 (27.7%)	164 (68.9%)	238 (100%)
Total	9 (3.5%)	72 (28.2%)	174 (68.2%)	255 (100%)

Basing on the above percentages, there is a clear indication that parental visiting is highly regarded and students were socially stable except the few who were not visited.

Null Hypothesis Two

The second null hypothesis testing was derived from research question two which stated: Is there a significant influence in the social status among students who are visited frequently, occasionally and not at all? To test this hypothesis, a likert scale questionnaire type measuring social status as described above was administered and the results on Table 4.6 of their responses were presented as follows:

The results in table 4.6 of the hypothesis testing were: $\chi^2 (4) = 2.676$, $p > .05$, on the basis of which the null hypothesis H_{02} : Parental visiting has no significant influence on the social status of the students was accepted. The implication of this is that the social status of the respondents is not related to their being visited. The fact that most of them were visited shows that they are already socially stable hence visiting is no longer an issue, perhaps some other factors.

4.7.2 Objective two: Parental visiting and Social Status

To determine the influence of parental visiting on the emotional status among boarding secondary school students in Kakamega district, participants were asked: Is there a significant influence in the emotional status among students who are visited frequently, occasionally and not at all? In response, a likert scale type of questionnaire derived from the five factor theory by McCroe and Costa, 1987 theory was used to measure variables such as neurotics and conscientiousness. Participants responded to 15 statements by stating the extent to which they agreed or disagreed with the statements. They were to choose from five categories namely, strongly agree (SA) agree (A) undecided (UN) strongly disagree (SD) disagree (D). Scores were ranging from (SA) 5 (A) 4 (UD) 3 (SD) 2 (D) 1. Those who scored 40 and below were categorized as high as those who scored 45 were ranked average and those above 45 were ranked low. The emotional questionnaire was on the reverse Results obtained were indicated on Table 4.7.

Table 4.7 The Relationship between School Visits and Emotional Status
(How often are you visited?)

Emotional status	Frequency	Occasionally	Not at all	Total
High/poor	17 (18.7%)	24 (16.4%)	6 (35.3%)	47 (18.5%)
Moderate/average	40 (44%)	61 (41.8%)	8 (47.1%)	109 (42.9%)
Low/good	34 (37%)	61 (41%)	3 (17.6%)	98 (38.6%)
Total	91 (100%)	146 (100%)	17 (100%)	254 (100%)

The Table 4.7 shows that majority of the respondents had moderate emotional status and the trend is similar to those visited 101/237 and also those not visited 8/17. But the trend was not the same for those who had low and high emotional status. To determine the relationship between the visits and emotional status, the null hypothesis H_{03} : Parental visiting has no significant influence on the students' emotional status was tested and the

findings reveals that despite the difference in the trend of those with high and low emotional status among those visited and those not visited at all, the chi-square test did not show significant association between the emotional status and the school visits, $\chi^2 (4) = 5.416$, $p > .05$. Thus the H_{03} : that Parental visiting has no significant influence on the emotional status among students who are visited and those who are not visited at all was accepted. This implies that since majority of the students are visited, they are emotionally stable. Perhaps there could be other factors that influence their emotional status.

4.7.3 Objective three: Parental Visiting and Emotional Status

The researcher was interested in finding out whether there was a relationship between social status and academic performance. The results obtained from the participant's responses on the fifteen likert scale questionnaire type; which measured the students' social status, and their academic scores were compared as shown on the table below

Table 4.8 Association between the Performance and Social status

Social status	N	Mean	Performance		Minimum	Maximum
			Std. Deviation	Std. Error		
low	9	5.11	2.522	.841	1	9
moderate	72	5.51	2.768	.326	1	12
high	171	6.05	2.770	.212	1	12
Total	252	5.87	2.765	.174	1	12

The cross tabulation above shows a slight positive trend between the students' performance and their social status. Those with low social status had a mean point of 5.1 while those with moderate social status had 5.5 points on average and those who had high social status

gained 6.1 points on average. However the ANOVA test was done to establish whether there is a significant relationship between the students' social status and their academic performance. The results of the test were $F(2, 249) = 1.3, p > .05$, showing there is no significant relationship between the students' social status and their academic performance. The results imply that besides social status of an individual, there are other factors that determine a student's academic performance that should be brought on board.

4.8 Association between Emotional Status and Performance

The researcher sought to find out whether there is a relationship between emotional status and academic performance.

Table 4.9 Relationship between Emotional Status and Performance

Emotional Status	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Low	47	4.21	2.553	.372	1	12
Moderate	107	5.84	2.657	.257	1	12
High	97	6.68	2.656	.270	1	12
Total	251	5.86	2.656	.175	1	12

Table 4.9 shows that those with high emotional status performed better (6.7 points on average) than those of moderate and low emotional status having 5.8 and 4.2 on average respectively. To determine the relationship between the emotional status and performance, ANOVA test was done.

On testing the hypothesis $F(2, 248) = 13.9, P < .01$, the results showed there is a relationship between the emotional status of the students and their performance. They reveal that a student's emotional status affects his/her academic status. It can be inferred that just as other researchers have echoed, any barriers to emotional status of a student should be subjects of intervention, Mirsk (2007).

4.9 Association between Emotional Status and Performance

Apart from the visiting day the respondents had other alternatives that they preferred. In response to the raised in the absence of parental visiting, what would they prefer. The distribution of these alternatives is shown in the Table 4.10.

Table 4.10: Preferred alternative to school visiting day

Alternative	Frequency	Percent
half term	107	46.9
academic day	20	8.8
sent money for use	17	7.5
given enough personal effects and pocket money	13	5.7
call home	10	4.4
Reading	15	6.6
follow school routine	9	3.9
Outings	16	7
sports/competitions	9	3.9
Others	12	5.3
Total	228	100

About a half 107(46.9 %) of the students said half term to be the alternative to the visiting days, others preferred academic day 20(8.8%), sent money for use 17(7.5%), given enough personal effects (shopping) during opening and pocket money 13(5.7%), call home 10(4.4%) and 15(6.6%) would prefer to read among other options. From the above

responses it is clear that almost all the students have got alternatives to the visiting day. The fact that majority prefer half term in the absence of parental visits suggests the social and emotional need of meeting with their families hence parental visiting is important since it caters for this need. Schools that prefer visiting to half term feel students are safer, it is cheaper and time saving for parents to visit them rather than the students going home.

4.10 Students Suggestions

4.10:1 Respondents Preferred Alternative to School Visiting Day

Apart from the visiting day the respondents had other alternatives that they preferred. In response to the question raised in the absence of parental visiting, what would they prefer.

The distribution of these alternatives is shown in the Table 4.10.

Table 4.11 Reasons for the alternative to visiting day.

Reason	Frequency	Percent
refresh their mind and buy what they don't have	59	42.4
avoid home sickness hence affecting academic performance	10	7.2
break monotony of class work	11	7.9
parents/guardian may know their performance	17	12.2
to meet with their family/for parental love	10	7.2
avoid home sickness, sneaking out & strives	6	4.3
there is a reason for them missing	5	3.6
the ultimate goal is education not visiting	7	5.0
Others	14	10.1
Total	139	100

The reasons for the above alternatives were given as follows; 59(42.4%) refresh their mind and buy what they don't have, 10(7.2%) to avoid home sickness, 17 (12.2%) parents or guardians would know their academic performance, 10(7.2%) to meet with the family members among other reasons. The above responses show that majority of the students are

concerned mostly with the personal effects that they need in school for use and also having a break to avoid monotony and refreshing their mind. Parental visiting takes care of this need since it provides students with a break from core activities of the school giving them time to socialize with their family members as well as friends Ludeshi,(2011).

4.10 Summary of the Findings

The findings of the study indicated that majority of boarding secondary school students in schools that offer parental visiting were visited. It revealed that both male and female students were visited although females visited slightly outnumbered males. The results also revealed that majority of the students had high social and emotional status irrespective of gender. The study further revealed that emotional status affect academic performance. Finally the study revealed that students who were visited, irrespective of the frequencies, performed better than those who were not visited at all.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, the researcher presents the, summary, discussions, conclusions, implications, recommendations and suggestions for further research, on the influence of parental visiting on the social emotional status and academic performance of boarding secondary school students in Kakamega.

5.2 Summary of the Research Findings

The study's endeavor was to establish whether parental school visiting had a bearing on the social, emotional and academic performance of boarding secondary school students. To achieve the purpose of the research, three objectives were obtained from the title of the study.

In the first objective the researcher sought to determine whether parental academic performance of secondary school students. On parental visiting, as to who visits, 70% were biological parents, 16% by siblings and others. Mothers were the most frequent visitors 56.3% while fathers were at 13%. Those who were visited irrespective of the frequency performed better with a mean of 6.1 and those not visited at all had 3.82 mean. On who represents students during visiting, parents registered 60% while 40% was siblings and relatives. Apparently parents seem to understand the role of visiting days and so they make an attempt to visit their children.

Secondly the study sought to determine whether parental visiting had an influence on the social status of secondary students. Results obtained proved they were socially stable 94%. This helped them to be stable academically.

The study also sought to determine whether parental visiting had an influence on the emotional status of the secondary school students. Results proved they were emotionally stable. Those with high emotional status had a mean of 6.8, moderate 5.8 while low had 4.1. It was also evident that the emotional status affect the academic performance of students.

The study design was casual comparative. It was both quantitative and qualitative but mainly quantitative. The population of the study was basically boarding secondary students in Kakamega District. Stratified and simple random sampling, were used to obtain the sample of 255 students. Quality controls such as reliability and validity were observed. Data collected using questionnaire was done manually, coded and the score entered in a computer. The Statistical Package for Social Sciences Version 18 was used to analyze data. Both descriptive and inferential statistics were used. The findings are discussed below.

5.3 Discussions of the Findings

Based on the summary of the findings above, the following discussions were drawn with regard to the study objectives:

5.3.1 Objective one: The Influence of Parental Visiting on Academic Performance of Boarding Secondary School Students

From the responses of participants, the study revealed that those students who were not visited at all registered poor performance (D+) compared to those who were visited whose mean grade was C plain. Students who were visited frequently had a mean of 5.67, occasionally 6.23 and not at all 3.82. On testing the hypothesis, the results revealed that statistically there was a relationship between parental visiting and academic performance $F(2,249) = 6.364, p < .01$. This is in line with Maslow's hierarchy of needs as presented in chapter one. He suggests five basic classes or motives that influence human behavior. According to him lower needs that are physiological or biogenic in nature must be met in order to motivate an individual to move to the next level as one climbs the ladder towards self actualization as indicated on his pyramid in chapter one. The above results imply that those students who were visited, their lower needs were met hence they were motivated to work hard and realize a mean of C which was higher than D+ for those who were not visited, perhaps such were de motivated.

From the above findings, it was noted that besides other factors, parental visiting plays an important role in motivating a child to work hard and should therefore be embraced. But some families have turned this day into a carnivore where the affluent turn up in their entire splendor to showcase their wealth. "Some heads of Schools in Yala explain that the day was scrapped mainly due to obvious disparity that existed between financially well off parents and those who were not well off. However such heads of schools have been challenged by those schools where visiting day has worked. Mwololo as cited by Orido, (2011) further refers to a case of a Secondary school in Machakos in which the principal says; Parents are encouraged to be modest, he tells them that going overboard will affect children whose parents do not have as much as they do. In some famous High School in Nairobi, students

are allowed to bring only a 500 gram of margarine or jam. No other food is allowed. The principal says that this way one's background does not matter. He also quotes what some college students have to say about visiting day in school and how it affected them while in high school. Basing on the above mentioned opinions, parents should be made aware of what quality visiting means, thus meeting the physiological and psychological needs of their children which according to Maslow's theory on the hierarchy of needs would motivate them to perform well. They should also be encouraged to be disciplined and strictly follow the rules in schools.

5.3.2 The Influence of Parental Visiting on the Social Status of Boarding Secondary School Students

The findings on the relationship between visitation and the social status from the study revealed that the social status of the student was not related to his or her being visited. Those who had low social status 9(3.5%), only 1 was not visited. In the moderate category out of a total of 72(28.2%) only 6 were not visited. Those in the high category out of a total of 174 (68.2%) only 10 were not visited. This finding revealed that most of the students were visited and therefore they were socially stable. Only 17 out of a total of 255 were not visited. Upon establishing whether the social status in relation to the frequency of parental visits had an influence on the student's academic performance, the ANOVA test results were $F(2,249) = 1.3, p > .05$, proving that there is no significant relationship between the social status of students who are visited frequently, occasionally and not at all. The findings imply that there are other factors other than parental visiting which affect the social status of the students. This finding concur with research studies conducted by Shiundu (1990). He proposed that the starting point in a child's education should be for the parent to know the child well. Secondly to contribute in feeding, clothing, shelter, guidance and counseling,

loving, sharing and socializing aspect Therefore parents should be enlightened about their comprehensive role in education.

5.3.3 The Influence of Parental Visiting on the Emotional Status of Boarding

Secondary School Students

The findings from the study revealed that parental visiting had no significant influence on the emotional status of the students. This implied that there were other factors other than parental visiting which affected the students emotionally. The results tally with the responses the students gave on preferred alternative to parental visiting in the current study. About 107 preferred half term and the rest had other options such as sending them pocket money; the implication was that the students' main issue of concern was for their basic needs to be taken care of. They got emotionally affected when their needs were not met. This is a pointer to the parents to ensure they give enough basic requirements to their children as they go to school so that they settle down and concentrate on their studies. The results further revealed that one's emotional status had a bearing on the academic performance. Those students who registered high emotional status performed better (6.7points on average) better than those with moderate (5.8) and (4.2) for low emotional status. This in line with a study conducted by Durklak et al (2007), which showed significant statistical differences between high and low emotionally intelligent groups. The study revealed that high performers have a repertoire of social and emotional skills essential for meeting the academic challenges unlike low performers who are incompetent. This implies that although parental visiting may not have contributed, any barriers to social and emotional status should be subjects of intervention if good academic performance has to be realized. According to Maslow's (1970) ,theory on the hierarchy of needs; once lower needs such as food have been met, then security ,next is the social and emotional needs such as

love and a sense of belonging and as a result an individual would be motivated to work hard motivated to work hard towards self actualization.

5.4 Conclusions

Basing on the findings of this study, the following conclusions were made.

Under the first objective, it was concluded that parental visiting has an influence on the academic performance of students. Majority of the students were visited. Out of a total of 255 respondents, only 17 students were not visited. Moreover those who were visited performed better than those who were not visited. This answered the question on whether parental visiting influenced student's academic performance.

Under the second objective, it was concluded that, since most of the students were visited and most of them performed well .This implied that the social need in relation to parental visiting had been taken care of, perhaps there could be other factors that affect their social status. This answered the second question on whether parental visiting had an influence on the students social status.

Under the third objective, the study revealed that emotional status of a student affect his/her academic performance. Although it may not necessarily be as result of parental visiting, there could be other factors that contribute. However, it should be a subject of intervention when need be. This answered the third question on whether parental visiting had an influence on the emotional status of the students.

5.5 Implications

Basing on the summary, discussion and conclusions above ,the researcher came up with the following implications.

- a) All boarding schools should embrace parental visiting as one of the activities that enhance the academic performance of students. The National chairman of the Kenya Secondary School Heads Association remarked “boarding schools detach children from their parents, that is why visiting day is important”. He concluded that the purpose of visiting should be clearly stated so that the day is not abused, Daily Nation (Oct 6th 2010). Therefore parental visiting is important in boarding schools, in settling students psychologically.
- (b) Parental visiting is deemed quality when it addresses both the social emotional and academic needs of the students. Parents should therefore ensure among the things they carry during school visits, apart from food, they should have learning materials, textbooks, and revision papers among others.
- (c) Some parents are not keen on visiting their children. The Ministry of Education together with the teaching staff should educate parents on their role in motivation and Socialization process of their children. Apparently the students who were not visited performed poorly, they had a mean of 3.82 compared to those who were visited with a mean of 6.01 respectively. The importance of parental visiting should be emphasized.
- (d) Some parents do not seem to understand the purpose of the visits and seem to be abusing it. Parents carry excess luxuries in the name of food to’ show their progress,

more than are concerned over the welfare and academic progress of the students Orido (2011). Moreover there is no uniformity in terms of the frequencies of the visits. Majority of schools had 2 visits in a term, and a few 3 or some schools run academic and social visits concurrently while others had separated the two. Some form of uniformity and order with rules governing this activity is needed in our schools.

- (e) Social and emotional skills are the fundamental building blocks that lead to an adolescent's academic success along with a healthy personality. Apart from the school curriculum which has incorporated life skills that covers social and emotional among others, the same information should be given to parents so that they are enlightened on how to instill them at home, for they are partners with school education .They can start educating their children early and then the school helps to develop them.

- (f) Parents should be made aware that meeting the basic needs of the students is as important as the visits. In response to the question raised; what alternative would you prefer in the absence of parental visiting? Their responses varied, some talked of half term, others free walk, making calls at home and some did not mind if they are not visited so long as they have enough personal effects and books. Therefore at all cost parents should try to do enough shopping for their children,. This will go a long way in settling the child throughout the term and minimize the risk of crimes such as theft and stress related problems such as absent mindedness in class.

5.6 Recommendations

In view of the summary, discussion, conclusion and implication above the researcher deemed it necessary to make the following recommendations.

1. All boarding schools should embrace parental visiting as one of the activities that enhance the academic performance of students.
2. For purposes of a balanced personality, mentorship and identity, if possible both parents should endeavor to visit their children in school. Fathers were conspicuously noted for absenteeism, yet they are alive, they should be encouraged to improve.
3. Both teachers and parents should discourage the negative attitude that girls especially have embraced that boys perform better than them. This study has proved that given the same type of environment, same attention they both compete favorably and can produce good results.
4. The Ministry should come up with a policy that guide schools on quality parental visits.

5.7 Suggestions for Further Research

The study recommends research in the following areas

- i. Additional research should be conducted to broaden the understanding of factors that contribute to development and management of social, emotional and academic performance.
- ii. A study comparing the role of parental school visiting and other options such as half term, free walk among others in education can be pursued.

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APPENDICES

APPENDIX A: LETTER OF CONSENT

Moi University

Department of Education Psychology

P.O. Box 3900

ELDORET.

TO

.....

Dear Sir/ Madam.

REF: INFORMED CONSENT LETTER.

I am a post-graduate student of Moi University pursuing a master of philosophy degree in guiding and counseling.

I'm undertaking a research thesis on the topic The Influence of Parental Visiting on the Social Emotional Status and Academic Performance of Secondary Boarding Schools Students in Kakamega District. Data will be obtained through questionnaires and documentary records. The study is purely academic and will be treated with utmost confidentiality, so kindly, do not feel intimidated. This is to kindly request you to avail students for questionnaire filling scheduled on-----2010.

Thanking you in advance.

Yours faithfully,

Hellen Lumadede

APPENDIX B

STUDENTS' QUESTIONNAIRE

PARENTAL SCHOOL VISITING, SOCIAL AND EMOTIONAL STATUS QUESTIONNAIRE

This questionnaire is meant to get information on the influence of parental visiting on the social-emotional status and academic performance of boarding secondary school students. The information you give will be treated confidentially. Kindly be as honest and genuine as possible. Do not indicate your name anywhere on the questionnaire sheet.

SECTION 1

PART A: Respondent's Bio data

1. Code no-----
2. Gender male female
3. Age ____
4. School Category District provincial

SECTION 2

PART B: Parental Visiting

Please indicate the correct response in your view

1. How many school visits do you have in a term _____
2. Who visits you
 Mother father brother/sister
 Both parents guardian other (please specify)
3. How often are you visited
 Frequently occasionally all the time not at all

- 4 In the absence of a school visiting day what alternative would you prefer. Give reasons. -----
- 5 When required in your school, your parents send somebody else to represent them
- a. Absolutely-true
 - b. Partly true
 - c. False

PART C: Social Status

For each of the following statements tick the choice that correspond in your view to social status .Kindly tick only one response from the 5 categories

Strongly agree (SA) agree (A) undecided (U)

Disagree (D) strongly disagree (SD)

In school	SA	A	U	D	SD
1.I like working in a group					
2. I like going for outings very much					
3. I have many friends					
4. I enjoy airing my views in any conversation among fellow students					
5. I enjoy and actively participate in debates					
6. I like helping my fellow students when they are in need					
7. I get affected when a fellow student is suffering					
8. I easily make friends and keep them					
9. I'm able to tolerate naughty students					
10. I do not like keeping grudges					
11. I 'm good at writing imaginative compositions					
12. I actively ask teachers many questions in every lesson					
13.I actively participate in more than 2 clubs in school					
14. I 'm always eager to learn new things in every subject					
15. I boldly register my disappointment to any student who wrongs me					

PART D: Emotional status

For each of the following statements tick the choice that correspond in your view to your emotional status. Kindly tick only one response from the 5 categories

Strongly agree (SA) agree (A) undecided (U) disagree (D) strongly disagree (SD)

	SA	A	U	D	SD
In school					
1.I get scared when a teacher asks to see me					
2. I get very nervous when it's exam time					
3. I get embarrassed when fellow students laugh at my mistakes in school					
4. I always cry when fellow students wrong me					
5. I always feel home sick whenever I ran short of pocket money and personal effects					
6. I always feel insecure when no one pays attention to me					
7. I always lack concentration in class whenever I have a problem					
8. I always feel happy and appreciate whenever am rewarded for good results					
9. I fear failing an exam					
10. I always feel comfortable whenever I share my problems with close friends					
11. I always take it easy whenever fellow students criticize me					
12. I always feel humiliated whenever am punished					
13. I get angry when fellow students make noise in class					
14. I often forget what I've been taught in class					
15. I occasionally day dream in class					

APPENDIX: C

Table 2.4: Emotional Intelligent Subscales

Subscales	High school perceives.
Adaptability	Flexible and willing to adapt to new ideas.
Assertiveness	Forthright, frank, willing to stand up for their rights
Emotional perception	Clear about their own and other people's feelings.
Emotional management	Capable of communicating their feelings to others.
Emotional regulation	Capable of controlling their emotions.
Impulsive (low)	Reflective and less likely to give in to their urges.
Relationships	Capable of having fulfilling personal relationships.
Self-esteem	Successful and self confident.
Self-motivation	Driven and unlikely to give up in the face of adversity
Self-awareness	Accomplished net workers with excellent social skills.
Stress-management	Capable of withstanding pressure and regulating stress.
Empathy	Capable of taking someone's perception
Happiness	Cheerful and satisfied with their lives.
Optimism	Confident and likely to look on the bright side of life.

Source: Social and Emotional abilities Study by Carmel, L., John, F & Joan, L.E PP 4 (2007)

APPENDIX D

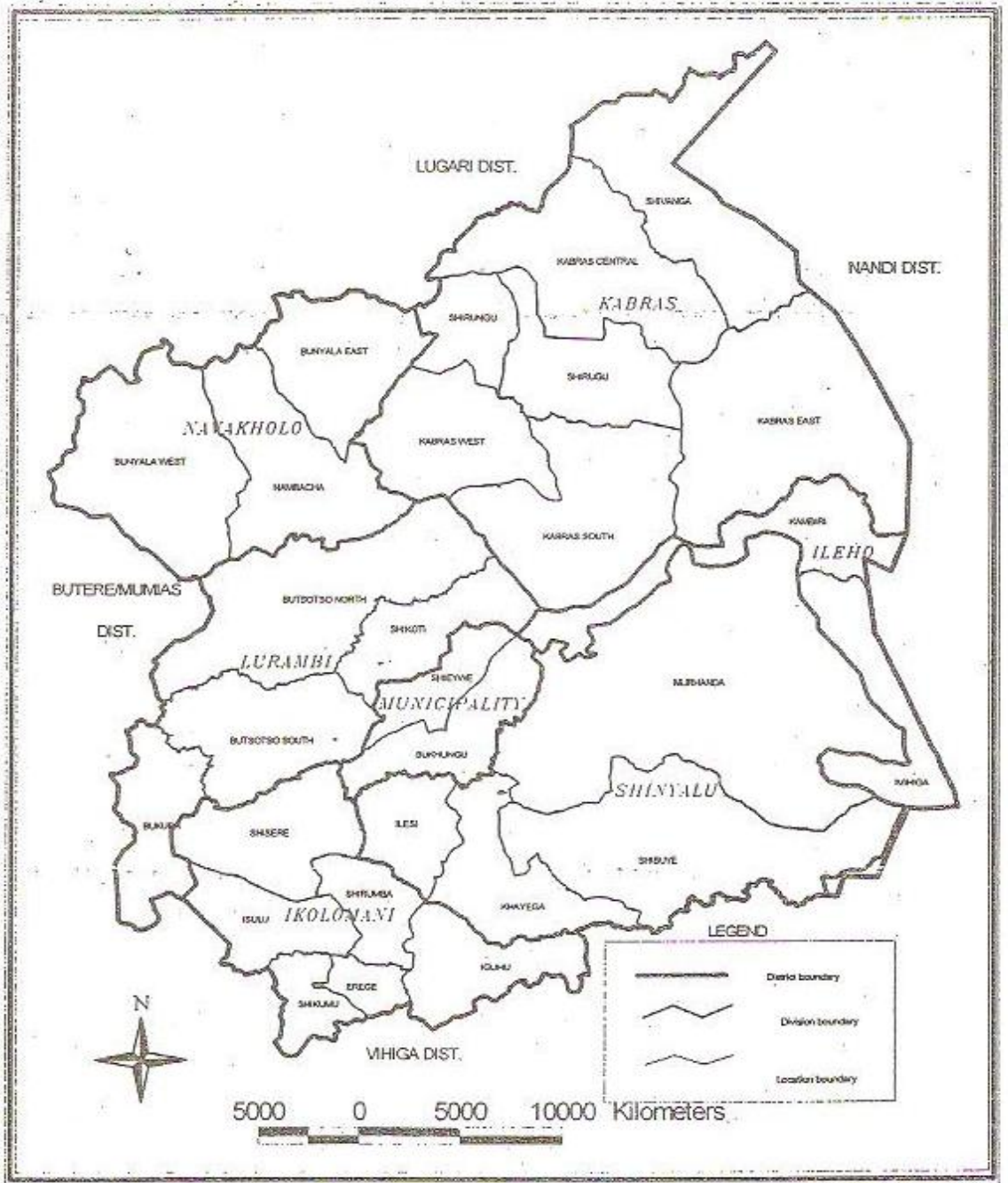
TABLE 2.2: A LINKAGE BETWEEN THE LIFE SKILL STUDY DONE OUTSIDE KENYA, THUS SEL COMPETENCES (ILLINOIS) AND LIFE SKILLS IN KENYA

Sel competence		Categories	Aim
1) Self awareness	<ul style="list-style-type: none"> - Knowing what we are feeling in the moment - Having a realistic assessors of our own abilities and well grounded self confidence 	Category 1 (skills of self awareness in terms of ability, feelings, emotions, habits e.t.c	Enhance <ul style="list-style-type: none"> - Self understanding - Growth - Coping with challenges
2. Self-Management	Handling emotions so that they facilitate rather than interfere with the task, at hand <ul style="list-style-type: none"> -Being contentious and delaying gratification to pursue a goal -Preserving in the face of set backs and frustrations 	Coping with emotions Coping with stress	Develop potential
3. Relationship skills	<ul style="list-style-type: none"> - Handling emotions in relationships effectively - Establishing and maintaining healthy and rewarding relationships based on co-operation, resistance to in appropriate social pressure - Negotiating solution's to conflict , seeking help when needed 	Category 2: Skills of knowing and living with others <ul style="list-style-type: none"> -Friendship formation and maintenance -Assertiveness -Empathy -Effective communication -Negotiation skills -Non-violet conflict resolution 	Help us establish and maintain good relationship

4. Social awareness	Sensing what others are feeling being able to take their perspective - appreciating and interacting positively with diverse groups		
5 Responsible decision-making	-Accurately assessing risks -Making decisions based on consideration of all relevant factors -Likely consequences of alternative courses of action -Taking personal responsibility for decisions	Category 3: Skills of making effective decisions -Critical thinking -Problem solving	Equip young people at all levels and circumstances to enable them make effective decisions

APPENDIX F

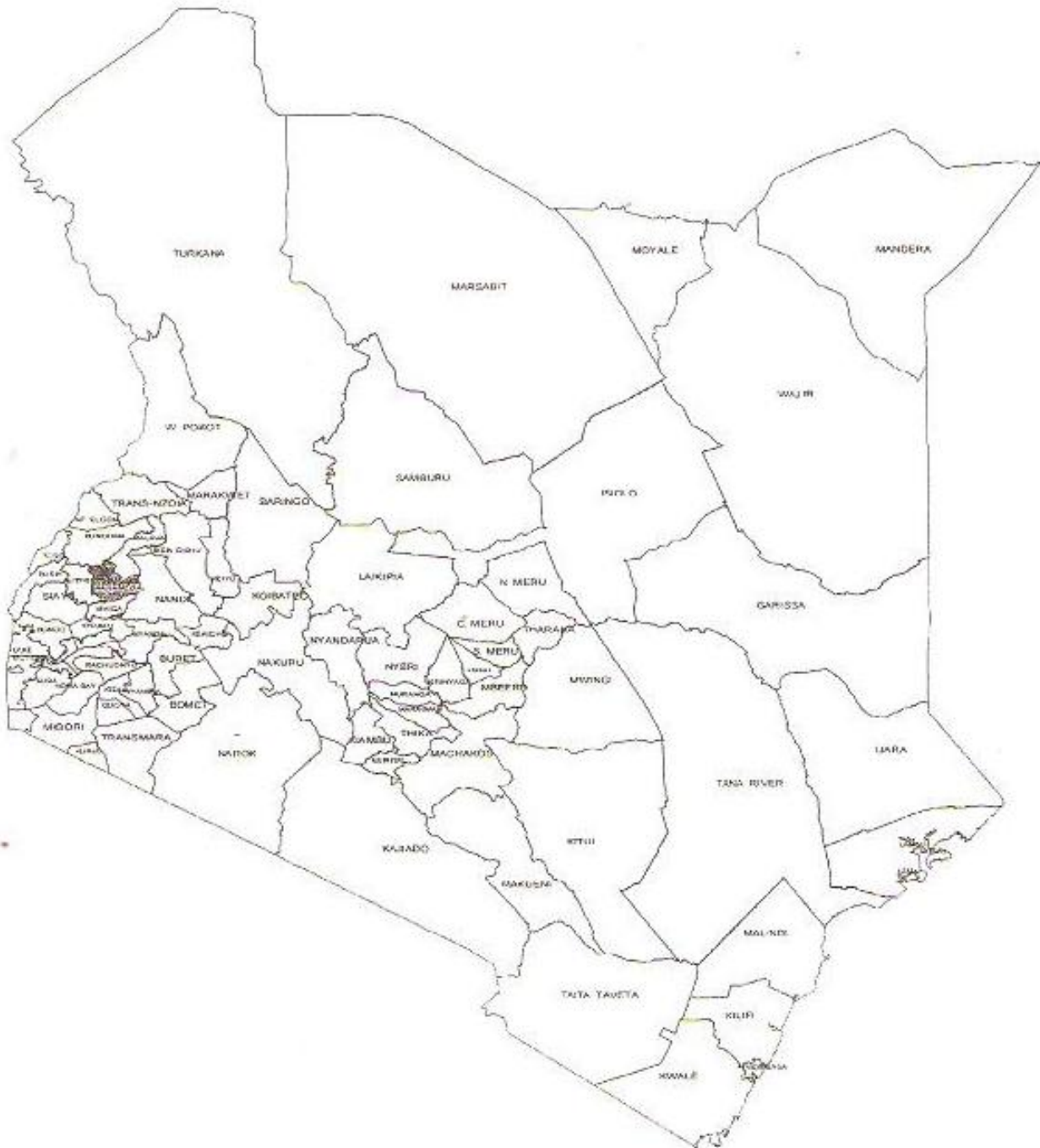
KAKAMEGA DISTRICT ADMINISTRATIVE BOUNDARIES



Source: Primary School Atlas

APPENDIX G

STUDY AREA MAP



Source: Secondary School Atlas

APPENDIX H

RESEARCH PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss.....HELLEN
UNDISA LUMADEDE

of (Address).....MOI UNIVERSITY
P.O. BOX 3900 ELDORET

has been permitted to conduct research in.....
.....Location,
KAKAMEGA.....District,
WESTERN.....Province,
on the topic.....The influence of parental
visiting on socio-emotional status
and academic performance of boarding
secondary school students in
Kakamega District, Kenya.....
for a period ending.....30TH AUGUST 10 20.....

PAGE 3

Research Permit No.....NCST/RRI/12/1/SS/89
Date of issue.....17.03.2010
Fee received.....SHS 1,000



Applicant's
Signature

Secretary
National Council for
Science and Technology

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed with-out prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice



REPUBLIC OF KENYA

RESEARCH CLEARANCE
PERMIT

APPENDIX I

RESEARECH AUTHORIZATION LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi
 Telephone: 254-020-241349, 2213102
 254-020-310571, 2213123
 Fax: 254-020-2213215, 318245, 318249
 When replying please quote

P.O. Box 30623-00100
 NAIROBI-KENYA
 Website: www.ncst.go.ke

Cur Ref: NCST/RRI/12/1/SS/89/5

Date:
 17th March, 2010

Ms. Hellen Undisa Lumadede
 Moi University
 P. O. Box 3900
 ELDORET

Dear Madam,

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*The influence of parental visiting on social-emotional status and academic performance of boarding secondary school students in Kakamega District, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Kakamega District** for a period ending *30th August, 2010*.

You are advised to report the **District Commissioner** and the **District Education Officer Kakamega District** before embarking on the research project.

On completion of the research, you are expected to submit two copies of the research report/thesis to our office.

A handwritten signature in dark ink, appearing to read 'P. N. Nyakundi'.

P. N. NYAKUNDI
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
 Kakamega District

The District Education Officer
 Kakamega District