

**ANALYSIS OF PARENTAL SOCIO-ECONOMIC STATUS ON CHILD
DEVELOPMENT IN PUBLIC PRIMARY SCHOOLS IN CHESUMEI SUB
COUNTY, NANDI COUNTY, KENYA**

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DECLARATION AND APPROVAL

Declaration by Candidate

This research project is my original work and has not been presented for a degree in any other university for any award.

Signed: *Chelimo*Date: *23-6-2025*

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MECS/2018/40734

Approval by Supervisor

I confirm that the work reported in this project was carried out by the candidate under my supervision

Sign *[Signature]*Date *23/06/2025*

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DEDICATION

I dedicate this project to my immediate family members for standing with me both financially and morally.



ACKNOWLEDGEMENT

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ABSTRACT

This study looked into how parents' education affects their children's growth in primary schools in Chesumei Sub County, Kenya. The researchers wanted to figure out how parents' education, their involvement, their interactions with their children, and the school environment affect a child's development. They laid down their work on systems theory, socialization theory, and educational productivity theory. They used a survey method to dive deep into the subject. People included in the study were individuals from all primary schools in Chesumei Sub County. They totaled 672 participants, including a Curriculum Support Officer, 37 head teachers, 151 teachers and 483 young learners. Using a special table from Krejcie and Morgan, a sample of 248 people was chosen for the study. Before the main study, a smaller test study was conducted. Expert opinions ensured the survey's content and face validity - meaning they checked it for relevancy, clarity, and fit for the intended people. The trustworthiness of the instruments was also gauged using a strategy known as Cronbach's Alpha Coefficient - anything reading at 0.7 and above was thought to be good. Analysis of Variance (ANOVA) indicated that the model was statistically significant at a 95% confidence level, with a p-value of 0.000b, which is less than 0.05. Data were analyzed descriptively using means and standard deviations, and inferentially using Pearson's correlation and regression analysis to determine the strength and direction of relationships among variables. Findings revealed that parental education, parental involvement, parent-child interaction, and school environment significantly affected children's academic performance, attendance, and emotional well-being. Regression analysis indicated that these four variables collectively explained 61.4% of the variance in child development ($R^2 = 0.614$), with parental education emerging as the most influential predictor. Teachers emphasized that parents with higher education levels more effectively supported homework and learning goals. Parental involvement, especially in home-based learning, enhanced learners' confidence and motivation. Strong parent-child relationships were linked to improved communication, emotional stability, and school engagement. Additionally, well-equipped and safe school environments promoted health, regular attendance, and academic achievement. The study concluded that child development is shaped by both home and school contexts, and interventions must address socio-economic disparities to foster educational equity. Key recommendations include enhancing parental literacy programs, increasing community-based parental engagement forums, and improving school infrastructure, especially in under-resourced areas. These insights contribute to policy development and underscore the need for integrated strategies involving families, schools, and government to improve child development outcomes.

LIST OF ABBREVIATIONS AND ACRONYMS

ARP	Alternative Rite of Passage
FC	Female Circumcision
FGM	Female Genital Mutilation
FPAK	Family Planning Association of Kenya
GBV	Gender Based Violence
HIV	Human Immunodeficiency Virus
IPPF	International Planned Parenthood Federation
KDHS	Kenya Demographic and Health Survey
MOH	Ministry of Health
MYWO	Maendeleo Ya Wanawake Organization
PATH	Programme for Appropriate Technology in Health
ROK	Republic of Kenya
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children Education Fund
WHO	World Health Organization

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

As a way to assess the degree of accomplishment for the purposes of more education, training, and employment, exams and certifications are truly essential to the processes of education and training (Farah, 2011). This has caused schools to focus primarily on getting pupils ready for exams in order to get strong academic credentials, which are thought to be necessary for finding work in the public and private sectors of the economy. Because of this, the Kenyan educational system places a high value on academic achievement. Following this reasoning, Ford and Harris (2017) focused on particular sociodemographic characteristics, such as parental guidance in education and parental occupation, in order to investigate the impact of parents on African-American adolescents' academic performance. Most scholars concur that a variety of family circumstances have a major impact on teenagers' academic performance and educational goals (Garg, Kauppi, Lewko & Urajnik, 2022; Garg, Melanson & Levin, 2017; Sanchez, Reyes, & Singh, 2016; Teachman & Paasch, 2018). In order to explain Latino youth's educational failure, Sanchez, Reyes, and Singh (2016) found negative family domains, such as low parental school involvement. As a result, it's critical to know exactly what helps and what hinders one's ability to further their education. The US Department of low socioeconomic background has been linked to gaps in academic achievement, according to Education (2014). The odds are stacked against poor SEB children from an early age. Their scholastic performance, literacy development, and language learning are all slower (Barton, 2003).

The success gaps grew as children started primary school (Borman, 2022). Academic achievement was influenced by a family's income, and there was a significant accomplishment difference across different socioeconomic backgrounds. Low-income children are more likely to enrol in lower-quality early development programs starting in preschool. Compared to classrooms with fewer low-income children, those with 60% of the students from low-income households had substantially lower quality indicators of instruction, teacher-student interaction, and learning materials (Klein & Knitzer, 2007). Although primary school graduates frequently score badly on academic examinations, one of the Eight Millennium Development Goals is for all children in impoverished nations to complete primary education by 2015 (Glewwe and Kremer, 2016).

Ngwiri (2018) asserts that students who receive strong parental support grow in self-worth, social skills, and academic performance. Due to a lack of parental support and fundamental necessities, the majority of students nowadays perform below expectations academically. Due to a lack of time and dedication to their parental responsibilities, parents now rarely advise their children on appropriate behaviour at school. Furthermore, children don't have role models. Many of them have a tendency to imitate the actions of their parents or peers, some of whom are drug addicts. These children bring these bad habits to school, which affects their academic performance. Due to frequent arguments at home, some parents fail to create a favourable environment for their children. Such children have no time to do assignments or private studies.

The influence of parental involvement on academic achievement is the subject of numerous research that investigate the relationship between parental engagement and student results (Jeynes 2015; Hill and Taylor 2014; Hill and Tyson 2009; Avisati, Besbas, and Guyon

2010). Therefore, achievement metrics like test scores are frequently used to provide quantifiable evidence regarding the advantages of parental involvement. It is important to emphasize that this is only one perspective on student outcomes, which are influenced by numerous other factors that aren't always easy to evaluate (Kendall et al. 2008; Bakker & Denessen 2007; La Fevre & Shaw 2011).

Besides boosting book smarts, school also helps children build important abilities. This includes really believing in themselves, digging deep during tough times, keeping cool under pressure, and eyeing a bright future (World Bank Group 2011; AIHW 2009). The skill to understand what we're feeling, clearly read feelings in others, control deep emotions, behave right, feel for others and develop solid friendships are other benefits from a good school life (AIHW 2009, p.60). On top of being great on their own, all these skills come together to help the child perform well in studies.

It is obvious that more impact measures would give a more complete picture of the effects of parental involvement in education, as education and learning can lead to a variety of developmental outcomes, only a small number of which are linked to academic success. However, most research on parental participation has concentrated on academic outcomes and has only included a few broader variables.

1.2 Statement of the Problem

Parents have been viewed as very important in pupil education and in most cases, the support provided by parents to students determine how well they perform in the end. Even though the value of parental assistance in education has been extensively studied, meta-analyses to ascertain the total effect of parental involvement on the student body are still

relatively new. This fact significantly adds to the scant amount of information about which elements of parental involvement benefit students' education and which are the most crucial (Mapp, 2002).

Over the years, studies have been conducted on parental education and performance of primary schools such as the study of Avan, Rahbar, and Raza (2007) who investigate the influence of family structure in Pakistan's extended family system on the intellectual development of young children. According to another study on the topic of parent involvement in children's education conducted by the Michigan Department of Education in 2001, education for children has a significant impact on personal growth. The current study, which examined the effect of parental education on child learning through a case study of primary and lower primary ECDE teachers in Chesumei Sub County, Nandi County, was prompted by the paucity of research on student academic achievement in connection to parental education.

1.3 Purpose of the Study

This study examined the influence of parental socio-economic status on child development in public primary schools in Chesumei Sub County, Nandi County, Kenya.

1.4 Research Objectives

- i. To establish the effects of parental education on child development in public primary schools in Chesumei Sub County, Nandi County, Kenya.
- ii. To find out the effects of parental involvement on child development in public primary schools in Chesumei Sub County, Nandi County, Kenya.
- iii. To assess the effects of parent-child interaction on child development in public primary schools in Chesumei Sub County, Nandi County, Kenya.

- iv. To determine the effects of school environment on child development in public primary schools in Chesumei Sub County, Nandi County, Kenya.

1.5 Research Questions

- i. What are the effects of parental education on child development in public primary schools in Chesumei Sub County, Nandi County, Kenya?
- ii. What are the effects of parental involvement on child development in public primary schools in Chesumei Sub County, Nandi County, Kenya?
- iii. What are the effects of parent-child interaction on child development in public primary schools in Chesumei Sub County, Nandi County, Kenya?
- iv. How does school environment affect child development in public primary schools in Chesumei Sub County, Nandi County, Kenya?

1.6 Significance of the Study

The results of this study will help the government and the Ministry of Education understand the influence of teachers' salaries, which will help reduce the primary education shortage and introduce policies to reduce inequalities in academic positions. In order to help students, deal with their inadequate primary school education and take action to improve the issue, the school administration team evaluated whether it was suitable to assist them in identifying critical traits. This study serves as a standard by which other researchers measure the impact of future teacher interactions on the nation's primary education system.

1.7 Limitations of the Study

The study employed a descriptive research design, which, although commonly used, was not entirely appropriate for capturing the depth and complexity of the issues under investigation. Researchers acknowledged that such a design may inadvertently mask

misconceptions and negative information. During the initial phase of data collection, some respondents displayed hostility and reacted negatively, which posed challenges to obtaining honest and comprehensive responses. Additionally, the study was constrained by limited time and financial resources, which hindered the ability to control variables across all aspects of the research. External factors such as changing government policies further complicated the educational landscape, significantly affecting learners' performance in primary education. Consequently, the findings of this study are context-specific and should not be generalized to represent the entire country.

1.8 Assumptions of the study

In carrying out the study, the following assumptions were made:

- The respondents included in the study had a clear understanding of the topic and were therefore in a position to respond to the questionnaires satisfactorily.
- All respondents answered the questions truthfully and to the best of their understanding, as expected by the researcher.
- All targeted respondents were available during the data collection period and willingly participated in the study.

1.9 Operational Definition of Key Terms

Salary policy is to reward employees for best performance based on organizational goals ranging from basic transfers such as transfers or burns for employees who work overtime. In addition, employers regularly adhere to wage policies to ensure that their employees are considered competitive with other companies in the industry.

Income - Business - income from the sale of a home and business or compensation for work, business or investment. When traders report this amount of income, people report on Form 1040

Performance - Meets competing standards of accuracy, quality, value and speed. In a contract, performance is a binding performance that limits the performance of all team responsibilities to the contract.

Strategies - A strategy usually involves setting goals, setting goals to achieve them, and mobilizing resources to achieve them. Strategy defines how to achieve goals through the media (source)

Teacher Integrity - Always prioritize students' needs, priorities, and priorities. Address unique educational needs and requirements by asking a variety of unique approaches and questions. They work tirelessly to engage and engage students and understand that not every child learns the same.

Teaching methods of teaching - storytelling, discussion, teaching, nurturing and in-depth exploration. ... In most cases, education is required at a certain age

Child learning: This term has been used in the study to refer to the level of knowledge acquisition exhibited by children in their education process.

Parental education: This term has been used to refer to the level of education that has been attained by parents.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The effect of parental socioeconomic status on children's growth in public primary schools in Chesumei Sub County, Nandi County, Kenya, is clarified in this chapter. In relation to the study objectives, theoretical framework, and conceptual framework, this section examines empirical research that has been carried out by various experts.

2.1 Empirical Literature Review

This section examines empirical research on parental education and child development in public primary schools in Chesumei Sub County, Nandi County, Kenya; as carried out by various academics.

2.1.1 Parental Education and Child Development

Children learn from their parents primarily. Given this, a student's academic achievement is influenced by their parents' education. According to Ahmad (2023), children from families with less educated parents typically do worse academically than students whose parents have more education. According to him, children of educated parents receive intellectual, financial, psychological, and emotional support, which helps them feel more at ease and adapt to their learning process, ultimately leading to improved academic achievement.

In his study of 250 students from the University of Sargodha in Pakistan, Musarat (2013) discovered a connection between students' G.P.A. and their parents' educational attainment. He believes that pupils whose parents are educated have higher GPAs than those whose parents are not. Additionally, he noted that mother education has a big impact

on students' GPAs. High GPAs have been attained by students whose mothers have advanced degrees. Additionally, Femi (2012) found that students with educated parents had higher mean scores than students with illiterate parents. As a result, the academic achievement of students is significantly impacted by parental qualifications.

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Lots of people, like teachers, parents, and school bosses, care about a parent's schooling level. This is because it can change how a student does in school. The money and status of a parent can affect how involved they are at home. This is especially true for top-performing Indian students in Tamil schools in Malaysia. According to a 2012 study by a person named Suresh, students with highly educated parents do well on tests at this school. Parents who have lots of education put lots of time, effort, and money into helping their children do well in school. The study found that these parents help their children with homework

the school and even to create a schedule that the children can follow regarding their homework at home and ensure they follow it. To make better use of the time at home, they also provide their children additional activities that are connected to their academic growth. In actuality, they actively participate in their children's learning and growth due to their educational background. Additionally, they stay in contact with the school administration regarding the status of their children's education. Due to the aforementioned benefits, these children were able to outperform their parents who lacked education in the classroom. A child will achieve more academically in an environment that is more encouraging and favourable to learning.

In this age of globalization, education is one of the most critical demands. Education adds knowledge, transmits skills, builds character, and instils moral values in addition to comprehension. Education is essential to the nature of competition. In every field, highly qualified people are needed. In this era of globalization and technological change, education is viewed as the first step in all human endeavours (Battle & Machel, 2002). It is linked to individual well-being and opportunities for better living situations, and it is crucial to the development of human capital.

According to William and Vimal (1967), the educational system has a big impact on how people are assigned to different job roles. It groups individuals based on their varying value abilities, directs them toward training programs that advance their abilities, and assists them in pursuing a variety of positions that align with their skills. However, a student's subsequent educational experiences and accomplishments are influenced by a variety of factors beyond his capacity.

According to research by Pamela and Kean (2020), children whose parents had completed college fared considerably better on assessments of their reading, math, and scientific skills than children whose parents had just completed elementary school.

Accordingly, pupils with well-educated parents had average grades in these three subjects that were 7% higher than those of students with poorly educated parents in developing nations and 45% higher in the majority of industrialized nations. This demonstrates that parental education has an impact on students' attitudes and actions, which benefits children and young people. According to a study by Smith et al. (2005), parents with moderate to high incomes and educational backgrounds had expectations and beliefs that were more in line with their children's real performance than parents from low-income families, who had high expectations and performance beliefs that were not in line with their children's real academic achievement.

Particularly in the research on developmental psychology, Feinstein and Sabates (2006) emphasized the significance of parents' educational attitudes and practices on children's educational attainment. By estimating the educational effect, this report closed the gap. Kean (2005) investigated how socioeconomic position, particularly the income and educational attainment of parents, affected children's academic performance. Children's academic achievement was discovered to be correlated with socioeconomic circumstances. Fan (2001) investigated how parental involvement affected their children's academic growth. The findings demonstrated that students' academic growth was consistently and favourably impacted by parents' aspirations for their children's educational success.

Umberson (2022) described how the interaction between parents and children influences the psychological distress of adult children. The findings indicated that the structural

circumstances of parents and children can occasionally influence the estimated effects of intergenerational interactions on distress levels. Loasa, (2020) investigated the association between parent-child relationships and parental education. This led to the development of a worldwide theoretical model that connects children's school enactment, family communication processes, and parental education. Therefore, this study's main goal is to determine how parents' educational backgrounds affect their children' academic achievement and motivation.

Kassim, Kehinde, and Abisola (2011) investigated the causative relationships between students' achievements and the mother's age, occupation, and level of education. The findings showed that parents' educational attainment significantly affects their children's academic performance. Vellymalay (2010) looked into the relationship between children's educational attainment and their parents' involvement in their education. According to the study's findings, there were no appreciable differences between parents' plans for involvement in their children' schooling and their academic achievement. Dubow et al. (2009) examined the relationship between personal and related factors assessed in mid-childhood and late-adolescence and their ability to predict an individual's success in both the workplace and school. The results provided strong support for the unique predictive role that parental education plays in predicting the educational developmental traits of their children, such as late adolescent success and aspirations connected to achievement.

Research indicates that the degree of parental education influences their involvement in their children's schooling. Parents' educational attainment is one of several psychological and sociological factors that affect how well their children do in school. This is because parents who have more education may have access to resources like money, time, energy,

and connections in the community that enable them to be more involved in their children's education. A range of parental activities are directly linked to children's academic success, as parental education also affects parents' knowledge, views, values, and aspirations toward childrearing. Higher education, for instance, can help parents become more active in their children' schooling and also help them learn and practice social skills and problem-solving techniques conducive to children's school success.

There is overwhelming evidence that parents believe in being involved in their children's education in general and their literacy in particular. Research indicates that a child's academic success in both elementary and secondary school is positively impacted by parental involvement in their education (Fan and Chen 2001). Higher academic accomplishment, more cognitive competency, improved school happiness, improved attendance, and fewer behavioural issues at school are the results of this (Feinstein and Symons 2019).

There have also been reports of comparable effects with regard to literacy activities. For example, early parent-child reading experiences help children get ready for the advantages of formal literacy training. In fact, the most significant predictor of language and emerging literacy has been discovered to be parental involvement in their children's reading. Parents play a crucial role in their children' education, from when they're young to when they grow up (Desforges & Abouchar, 2003). It's no shock that parents' hopes for their children' success ties in with how well they do at school (Davis-Kean, 2005). Parents who finished more schooling inspire their children to aim high. Feinstein and Symons (2019) noted that how much parents engage in their child's schooling predicts how well the child does at 16. Young and Smith (2017) found that a student does well if their parents did well in their

tests. Sadly, Black and Hispanic children' parents often have less schooling than White children' parents. Even though people are studying more than before, the gap still exists. Back in 1995, out of Black and Hispanic children aged 3-5, 16% and 27% respectively had parents who didn't finish high school. That number was 4% amongst White children.

2.2.2 Parental Involvement and Child Development

Epstein (in Richardson, 2009) asserts that the most potent influence on a child's education is parental guidance. Students may experience a range of behavioural and academic consequences. At first, studies on family participation typically didn't try to distinguish between the ways in which different forms of involvement affected particular student outcomes (Sheldon, 2009). Instead, the relationships between general parental participation indicators and students' grades and test scores were examined. But more recently, scholars have begun to investigate the relationship between various forms of involvement and particular student outcomes.

Numerous studies have demonstrated the impact of parental participation on children' conduct, attendance, attitude, and adjustment to school, as well as their performance in core areas including reading, arithmetic, and science (Sheldon, 2009; Sanders and Sheldon, 2009). Jerry Trusty claims that students' perceptions of their parents' expectations and involvement in their education are also quite powerful and impactful (Henderson and Mapp, 2002). Additionally, children who have strong communication and feel their parents support their education are more likely to stay in school after high school.

Despite the school's efforts to involve parents in events, Bower and Griffin (2011) discovered poor parent attendance. Researchers noticed a lack of communication between parents and teachers and a lack of engagement in the study. The researchers found that

neither teachers nor schools were able to establish productive relationships with parents. Bower and Griffin also pointed out that the Epstein model falls short in describing how parents wish to be involved in their children' school activities. They recommended more research to shed light on how to enhance communication and motivate parental participation.

In order to compare the parental behaviour of normal successful children with that of students who were experiencing behavioural and academic issues, Gutman and McLoyd (2000) conducted research. According to their findings, parents of students who excelled academically helped their children with their homework in a more targeted way. For example, compared to parents of students who performed worse academically, they communicated with their children in a more encouraging manner. They also kept good contacts with school personnel and regularly checked in with the school to see how their children were doing. On the other hand, parents of children who performed worse rarely got in touch with the school. Sheldon (2009) supports this and asserts that good instruction is just as crucial for academic success as parental participation and a nurturing home environment and committed and caring teachers are.

Using specific interventions, Haas and Reiley (2008) investigated strategies to improve middle school pupils' completion of their homework. As part of one intervention, children had to fill out daily homework planners and have their parents sign them for validation. As a positive reward, school personnel gave students who consistently met the study requirements a Gotcha slip. The results showed that the majority of parents were cooperative. In spite of a few nonparticipants, the homework planners and a Gotcha slip facilitated communication between parents and teachers as well as between students and

teachers. Additionally, they discovered that some children struggled to correctly complete the homework planners, and that the improved communication with parents helped these students become more organized and complete their assignments more frequently.

Hara and Burke (1998) looked into whether parents who were more actively involved in the school had a significant and long-lasting impact on the academic progress of third-grade pupils in inner cities. To find out what the primary school needed to do to guarantee a successful parent engagement program, they carried out an assessment. Research, planning, execution, and program evaluation were all steps in the process. The model that the researchers found to be most appropriate for establishing the objectives and circumstances of the program was Epstein's framework for forming parental partnerships. The implementation process consisted of five steps: (a) establish an action, (b) secure funding, (c) determine a beginning point, (d) create a three-year plan, and (e) keep planning to make the program better. The program was explained to parents and the community, and third-grade students and parents were given a needs assessment survey by the researchers. They implemented a program that promoted parent involvement in a range of school-related activities based on the survey results.

2.2.3 Parent-Child Interaction and Child Development

For a long time, people who want to better children's learning have been interested in how parents can help (Hoover-Dempsey and Sandler, 1997). After looking at different studies, Henderson and Mapp (2002) explain that we usually measure student success with things like report cards, grades, high-level classes, showing up to school, moving on to the next

grade, and better behavior. These all have something to do with how well parents and students get along and how much guidance the parents give their children.

Studies show that children do better at school when their homes and schools get along well. This has been proven over and over again. When schools, homes, and local communities work together, the children achieve high grades. It also leads to better ways of educating. It also shows that when parents are actively involved in their child's education, the child does much better in school.

Schools work best when everyone - students, parents, teachers and the wider community - are all closely connected in a positive way, as noted by Bryk and Schneider in Sanders and Sheldon's 2009 work. Students, backed with home support, are more likely to flourish in school according to research by Sanders and Sheldon in 2009, and Henderson and Berla in 1994. When your home and school are in sync, it's better for you, and it's rooted in trust. This trust blossoms between parents and teachers. Bryk and Schneider, highlighted in a 2008 work by Muscott and others, say this trust is built when parents and teachers respect each other. They trust each other's abilities and their dedication to their roles.

2.2.4 School Environment and Child Development

A kid's success at school can be shaped by the type of school they go to. Things like how the school is set up, who goes to the school and how the school feels can make a big difference. The school a kid goes to sets the stage for their journey of learning. Depending on what the school is like, it can help or hinder their path to doing well in their studies. Researchers Crosnoe, Johnson, and Elder suggested that whether a school is public or private, and how many children are in a class are really important. Private schools often have more money to spend and fewer students in each class than public schools. More

money means better learning and more stuff like computers that help children do well. Fewer children in a class can mean a closer connection with their teacher, which also helps children succeed.

It matters what social class a school's students come from when it comes to how well they do in school (Eamon, 2005). Children from families with not much money, who go to schools lacking funds, don't do as well as children from richer families (Eamon, 2005). When a student sees that most others at their school share their race, they feel more connected to the school (Crosnoe et al, 2004, Bali & Alvarez, 2004). What's the "feel" of a school? Crosnoe et al call it "school climate" (2004). That school "feel" links closely with how students and teachers interact. If a school promotes working as a team, students and teachers build trust. Studies tell us that students who trust their teachers feel more driven to do well. Consequently, they do better in school (Crosnoe et al, 2004; Eamon 2005).

School rules often shape how a school feels. So, students gain more when those who make the rules, like principals and teachers, reflect different cultures (Bali & Alvarez 2004). When a school feels safe, students can concentrate better. Being safe can help students do well, no matter their home or area they live in (Crosnoe et al, 2004). The mix of students in a school, like their races, also matter when it comes to doing well in school (Bali & Alvarez, 2004). Studies show that a school's student races can affect test scores and how much students feel a part of their school (Crosnoe et al 2004, Bali & Alvarez, 2004).

2.3 Theoretical Framework

This study was guided by three theories:

2.3.1 Socialization Theory

Learning to be part of a group is something we start as babies. We learn how to behave and get along with others. It might be the strongest thing we learn in life. Every group of people acts a little different from others. But the way each person behaves shows the most about their culture. This only happens after people close to them teach them the ways of their culture. This cycle of learning and passing on what we learn is how our cultures and social traits continue from one generation to the next.

Socialization theory was coined by Charles Cooley in 1929. It talks about how parents' actions shape their children's growth. Socialization is the term for this. It's the way we learn the rules, customs, and ideas of our society and it happens throughout our life. By socializing, we learn how to live well in our community. This process is important because it's how we learn to fit into our community and become useful members (Bonwell, 1991).

2.3.2 Systems Theory of Organizations Development

The research was steered by Ludwig von Bertalanffy's 1950 systems theory, which focuses on how organizations develop. This theory, which became popular after the Second World War, suggests that schools behave like open networks. These networks constantly interact with their surroundings in different ways (Katz & Kahn, 1966). Systems theory highlights the school's interconnectedness with the environment, along with what happens inside it (Hall, 2007). The theory's central idea is the concept of emergence and interaction.

The theory we used in this study suggests that a student's success at school is affected by different things. These include how educated their parents are, how much parents help with schoolwork, how much money the family earns, and the kind of school the child attends. But this theory isn't perfect. Everybody involved needs to understand how all the parts of

this theory connect. Also, everyone in the school, like teachers, parents, and students, need to have the same goal in mind.

2.3.3 Theory of Educational Productivity

This research uses Walberg's (1998) theory which says schools are the main spot helping pupils do better at school. More things than just subject material and how teachers teach can help pupils succeed. Help from the community, parents, and the children's own thoughts and feelings also make a big difference. Walberg's theory helps us find out what things help children do well in school. Walberg said the most important factor is good grades for students from homes with less money are often based on their home life. This is more important than other things like how much money the parents make or how much education the parents have.

Schools can't change how much education or money a parent has, but they can help make the home a better place for learning by working with the parents. Walberg thinks that a family's money and social position has a big role in how much a student is involved in school. Studies show that families with a lot of money and high social position are more involved in school than those with less money and lower social position. The idea is that a student's success in school is closely tied to their parent's involvement. This is especially true for students from poorer homes. These students need their parents to be a part of their school journey to reach high levels of academic success. The author says that students from poorer homes are often the ones not getting the important involvement from home. These are the students who are not doing well in school. The author says that when parents get involved, students get better grades, score higher on tests, have a better attitude, are part of more successful programs, and go to better schools. Walberg (1998) discovered that poorer

neighborhoods often have less parental involvement than wealthier ones. In these families, they are typically more concerned with daily survival, like money and safety, rather than their children' education. Parents from poor communities often have bad relationships with the schools because they feel they are not respected. The author says it's important for schools to work with parents and make them feel comfortable talking to schools and teachers. His study discovered that the important parts for academic success are students' home life, school character, students behavior and outside influence. Walberg's (1998) idea clearly shows that there is a strong connection between a student's grades in school and their social and cultural background. This idea is important for this study because the researcher uses it to think that a student's grades may be influenced by their parent's income, education and job. Similarly, other things which have an effect on school grades include the type of school.

2.4 Conceptual Framework

The framework below brings out the relationship that exists between the independent variable and the dependent variable;

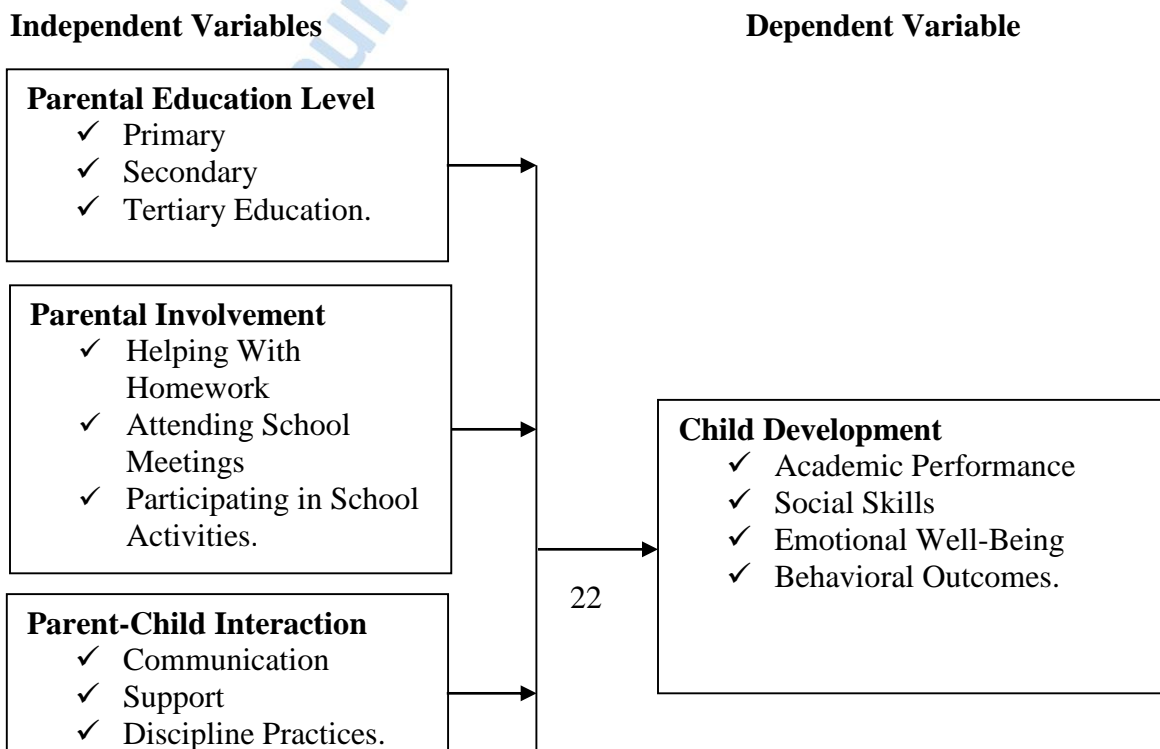


Figure 1: Conceptual Framework

Source: Researcher, (2024)

2.5 Recap of Literature Review

Research from different African nations shows that certain attitudes and behaviors can hinder gender equality in education. Negative influences come from parents, teachers, and school managers. Both at home and in schools, children often struggle to thrive. This makes it harder for them to get the most out of their education. Without policies that specifically address gender issues, reaching universal education goals becomes a challenge. (Jhingan, 2017)

2.6 Knowledge Gap

School buildings and equipment are run-down. Plus, the price for each student is steep. The whole amount spent, including what it costs for a student to live, is too much for most parents and caregivers. Tests rule the school system at every level. No one checks to see if other goals of the lessons, like encouraging good behavior, are achieved. Also, practical talents and joining social and cultural happenings don't get attention. The teaching in

schools is all about getting high scores on test subjects. This leads to neglecting other key learning areas. Thus, we can't overlook the need to focus mainly on only one aspect of a child's growth.

Education authorities in 2017 noted that children are not finishing primary school as often as they should. They think this might be because teachers are too strict. They also worry that children's health and other issues could be stopping children from getting their education. All this is happening in public primary schools in the area of Chesumei Sub County, Nandi County, Kenya. A study was done to see if teaching parents could help solve these problems.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This part talks about how we planned the study. It also tells us about the group of people we focused on and how we chose samples from that group. Then, it goes on to explain the tools we used to collect data and how we processed that data.

3.2 Research Design

Research design means a precise plan of how a study happens. It includes the methods and steps used to do research. Think of it as a blueprint for a study (Kothari, 2019). In this study, the researcher picked a kind of plan called a descriptive survey research design. They chose this plan because it offered a thorough and detailed look at the problem they wanted to research. It helped the researcher understand the topic they were studying better.

3.3 Target Population

A population is defined as a set of individual cases, people, or objects that share common observable characteristics. It represents the group from which statistical inferences are to be drawn (Castillo, 2019). The target population, on the other hand, refers to the entire group of individuals or objects to which researchers aim to generalize their findings (Kothari, 2017). In this study, the population included all public primary schools in Chesumei Sub County, comprising ECDE learners (483), head teachers (37), teachers (151), and the Curriculum Support Officer (1), resulting in a total population of 672. The detailed composition of the study population is presented in Table 1.

Table 1: Target population

Category	Target Population
CSO	1
Head Teachers	37
Teachers	151
ECDE Learners	483
Total	672

Source: Sub County Director of Education Office-Chesumei Sub County, (2024)

3.4 Sample Size and Sampling Procedure

This study used Krejcie and Morgan's (1970) Table for determining sample sizes (Appendix VIII) to derive an appropriate sample. The table illustrates that as the population size increases, the corresponding sample size increases at a diminishing rate and stabilizes at just over 380 cases. According to the table, a population of 672 corresponds to a sample size of 248. Therefore, a sample of 248 respondents from public primary schools in Chesumei Sub County was adopted for the study. Stratified sampling and probability proportionate to size (PPS) techniques were employed to ensure fair representation across

the different respondent categories. The distribution of the sub-sample is presented in Table 2.

Table 2: Sample Size

Category	Sample Size
CSO	1
Head Teachers	13
Teachers	56
ECDE learners	178
Total	248

Source: Researcher, (2024)

3.5 Data Collection Instruments

The researcher considered instruments that were appropriate for data collection in this study, which included questionnaires and interview schedules. Mugenda and Mugenda (2009) advocate that researchers must develop suitable instruments to collect the necessary data. Accordingly, the researcher developed both questionnaires and interview schedules to obtain the required information from the respondents.

3.5.1 Questionnaire

The researcher used both structured and unstructured questionnaires for teachers and ECDE learners, with questions aligned to the study objectives. The questionnaire was deemed suitable for these groups due to its numerous advantages, as suggested by Levi (2017). The questionnaires were designed with two distinct sections: Section A and Section B. Section A gathered demographic information from participants, including gender, years of service, and professional qualifications. Section B addressed the study objectives and utilized a Likert scale to assess responses. Kombo and Tromp (2006) found that

questionnaires are effective tools for collecting data across diverse domains and populations. In this study, the researcher employed questionnaires to assess the influence of parental socioeconomic status on child development in public primary schools in Chesumei Sub County, Nandi County, Kenya.

3.5.2 Interview Schedule

This study also made use of an interview schedule targeting Curriculum Support Officers (CSOs) and head teachers to collect additional information on the analysis of parental socioeconomic status and its influence on child development in public primary schools in Chesumei Sub County, Nandi County, Kenya. According to Mugenda and Mugenda (2009), an interview schedule is a set of structured questions asked by the interviewer during an interview. The tool enabled the researcher to collect in-depth information that supplemented the data gathered through questionnaires. As noted by Kothari (2004), this method is particularly useful due to its ability to produce fairly reliable results. Therefore, the interview schedule was employed to enrich the understanding of how parental socioeconomic factors affect child development in the study area.

3.6 Validity and Reliability of Research Instruments

3.6.1 Validity of Research Instruments

Augousti (2013) defined validity as the accuracy and relevance of conclusions drawn from research findings. It also refers to the extent to which a research study measures what it is intended to measure and whether the results are accurate and representative of the phenomenon under investigation. To ensure content and construct validity in this study, the questionnaires were preliminarily reviewed by a sample of the target respondents, and feedback was obtained from the research supervisor. This review process helped refine the

instruments, ensuring that they accurately reflected the study objectives. According to Sing (2014), enhancing validity improves transparency and reduces bias in qualitative research, thereby increasing the credibility of the findings.

3.6.2 Reliability of Research Instruments

Reliability refers to the degree to which an instrument consistently yields the same results over repeated trials. Franke and Wallen (2009) asserted that a measuring instrument is considered reliable if it provides consistent results after several tests. Similarly, Donald (2006) described reliability as the extent to which a research instrument produces the same outcomes repeatedly under identical conditions.

According to Neuman (2012), the reliability of a research instrument is determined by its repeatability (stability over time) and internal consistency (homogeneity), whereby items within the instrument are free from error and consistently yield similar outcomes. In this study, the reliability of the research instrument was established by correlating the items using Cronbach's Alpha (α) coefficient. The instrument was deemed reliable when the Cronbach's Alpha value was equal to or greater than 0.7; otherwise, it was considered inconsistent (Kothari, 2012). In cases where inconsistency was observed, the problematic items were reviewed and revised or deleted to enhance the internal consistency of the instrument.

3.7 Data Collection Procedures

Prior to seeking research approval, the researcher obtained permission from Mount Kenya University to apply for a research license from the National Commission for Science,

Technology, and Innovation (NACOSTI). The study findings were intended to be shared with the Director of Education for Chesumei Sub-County and the head teachers of the selected schools. During the designated data collection period, the researcher visited the public primary schools to make the necessary logistical arrangements. Surveys were distributed and collected independently by the researcher, as recommended by Langley et al. (2016). The first page of the data collection instrument outlined the research objectives and included a data information sheet. Respondents were given an opportunity to review this informational brochure before deciding to participate. Surveys were collected, and interviews were conducted three days later, with results being promptly recorded for analysis.

3.8 Data Analysis Procedures

This research used both story-like (qualitative) and number-based (quantitative) info. We used matching methods to review both types of data. We examined the quantity-based information with ways that help illustrate and suggest ideas about the data. Per Mugenda and Mugenda's 2019 research, the job of these descriptive methods is to let researchers boil down lots of scores to just a few key figures. Helpers like averages, common values, spread-out scores, and percents came into play, while suggestion-based methods looked at how things relate and change. Checking out this data needed a computer sheet. So, we used the "Statistics Tool for Social Studies" (or SPSS Version 29) to work out how the 'do-something' and 'reaction' variables relate to one another. We inspected the story-like data using content reviews, concentrating on what the responses from the people in the study meant and what they suggested. These were weighed against books and papers about how

a family's economic rank impacts a child's growth. We organized the findings from the story-like data by themes, in line with the goals of the study.

Additionally, a multiple regression model was employed to examine the association between the dependent and independent variables. The model used in the analysis was as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where;

Y = is the dependent variable (child development),

β_0 = Constant Term;

β_1 - β_4 = Regression Coefficients;

X_1 = Parental Education;

X_2 = Parental Involvement;

X_3 = Parent-Child Interaction;

X_4 = School Environment

ε = Error Term.

3.9 Ethical Considerations

In this study, ethical considerations included obtaining site permissions, ensuring confidentiality, and safeguarding the privacy of respondents' identities and personal information. Access to research sites was secured through a research permit from NACOSTI, along with letters of authorization from the County and Sub-County Education Officers. In this study, what each person said was kept private and used only for the study. We carefully kept all personal and private info out of the picture at every stage from collecting the data, studying it, showing it, trying to understand it, and talking about what

we found. Everyone taking part was told they could stop at any time and it would be okay. They were also told they didn't have to answer any questions that might bother them. Plus, they weren't forced to tell us things like their names, where they live, or their phone numbers on the question forms. We did the study in a way that made sure no one could tell who anyone was, no matter what. And, no private info showed up in any of the study's writings or talks.

3.9.1 Participants Right to Informed Consent

The researcher first explained to the respondents the nature and purpose of the study prior to collecting the actual data. This explanation included a clear description of the procedures that were to be followed during data collection. After this briefing, respondents were given the opportunity to make an informed and voluntary decision regarding their participation in the study.

3.9.2 Participants Right to Privacy

In order to safeguard the privacy of the respondents, the researcher allowed them the liberty to choose the time and place they felt most comfortable with during data collection. Respondents were also given the freedom to provide or withhold consent, ensuring that their participation was entirely voluntary. This was done after the researcher clearly explained the purpose of the study and the scope of its coverage, enabling participants to make informed decisions about their involvement.

3.9.3 Participants Right to Confidentiality

For purposes of confidentiality, any information accessed by the researcher that appeared to pertain to the respondents' private lives was strictly safeguarded and kept confidential. The researcher was careful to assure respondents that no information would be disclosed

to any third party. Further assurance was provided that the data collected would be used solely for the stated research purposes and not for any other unintended use. Confidentiality was, therefore, observed throughout the study as planned.

3.9.4 Freedom From Coercion

The researcher requested institutional heads to make available only those respondents who were willing and free to provide data without any form of coercion or influence, in order to ensure integrity in the sampling process. Strict measures were taken to prevent any form of blackmail or undue pressure, ensuring that participation was entirely voluntary. All respondents were explicitly informed of their right to decline participation, especially if they felt threatened, coerced, or subjected to conditions in exchange for their cooperation. This approach upheld the ethical principle of voluntary informed consent throughout the study.

3.9.5 Anonymity

The researcher strictly observed and assured respondents that no individual identities would be disclosed under any circumstances. This assurance extended to any information regarding the institutions from which data were collected. These confidentiality measures were upheld both during and after the data collection process. Any identifying information was immediately destroyed once the necessary data had been obtained, and the researcher ensured that no trace of personally identifiable information remained thereafter.

3.9.6 Right to Voluntary Participation

Respondents' right to participate voluntarily in the study was strictly observed. The researcher will give the respondents the liberty to answer questions freely and was free to

decline to continue in case they felt uneasy with the process. The researcher will explain the purpose for the study so that the respondents choose whether to participate or not.



CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter shares what we learned from our study. It has info about how well our tools worked, how many people answered our questions, and the background of the people who took part. All of our findings are based on what we wanted to discover. We looked at the data, broke it down and have shown it using tables. We've added in explanations and chats around this, too. We did this work so we could show how mums and dads' money situation can affect how children grow, at public elementary schools in Chesumei Sub County, Nandi County, Kenya.

4.2 Reliability of Research Instruments

A pilot study was conducted using 10% of the sample size to test the reliability of the research instruments. This comprised 25 respondents drawn proportionately from each category in the main sample. The internal consistency of the questionnaire items was assessed using Cronbach's Alpha coefficient. The results are presented below.

Table 3: Reliability Statistics (Pilot Study Results)

Variable	Number of Items	Cronbach's Alpha (α)
Parental Education	3	0.78
Parental Involvement	3	0.81
Parent-Child Interaction	3	0.76
School Environment	3	0.80

Source: Research Data, 2025

The results show that all the constructs had Cronbach's Alpha values greater than 0.70, indicating acceptable internal consistency. According to Kothari (2012), a coefficient of

0.7 and above is considered reliable. Therefore, the research instruments used in this study were deemed consistent and reliable for data collection.

4.3 Response Rate

A total of 248 questionnaires were distributed to the targeted respondents. Out of these, 230 were returned fully completed, translating to a response rate of 92.7%. This is considered an excellent response rate, as it surpasses the recommended minimum threshold of 70% for survey studies (Mugenda & Mugenda, 2003). The high response rate is attributed to the cooperation of school administrators and the support of the Sub-County Director of Education.

Table 4: Response Rate

Category	Sample Size	Responded	Response Rate (%)
CSO	1	1	100.0
Head Teachers	13	13	100.0
Teachers	56	51	91.1
ECDE Learners (via teacher proxy)	178	165	92.7
Total	248	230	92.7

Source: Research Data, 2025

The high return rate of questionnaires ensured that the data obtained was representative of the target population, thus increasing the validity and generalizability of the findings.

4.4 Socio-Demographic Characteristics of Respondents

Table 5: Socio-Demographic Profile of Respondents

Variable	Category	Frequency	Percentage (%)
Gender	Male	125	54.3
	Female	105	45.7
Age	Below 30 years	48	20.9
	30–39 years	97	42.2
	40–49 years	60	26.1
	50 years and above	25	10.9
Years of Teaching Experience	Below 5 years	37	16.1
	6–10 years	59	25.7
	11–15 years	88	38.3
	16 years and above	46	20.0
Economic Background of Pupils	Low income families	165	71.7
	Middle income families	49	21.3
	High income families	16	7.0
Attendance of Children	Poor	12	5.2
	Fair	34	14.8
	Good	114	49.6
	Excellent	70	30.4
Reasons for Poor Attendance	Lack of uniform	55	23.9
	Poor nutrition	67	29.1
	Disease	48	20.9
	Money-generating activities	60	26.1

Source: Research Data, 2025

The majority of respondents were male (54.3%), with females making up 45.7%. This shows near-gender parity among educators in Chesumei Sub County. Age-wise, the largest group was 30–39 years (42.2%), followed by 40–49 years (26.1%). This indicates a mature and experienced workforce that likely has a strong understanding of the learners' developmental needs.

Most teachers had between 11 and 15 years of experience (38.3%), followed by those with 6–10 years (25.7%). This distribution supports the credibility of the respondents' views, as

they have substantial exposure to child development patterns in different socio-economic settings.

The economic background of pupils was predominantly low income (71.7%), reflecting the rural and agricultural context of the Sub County. Only 7.0% of the pupils were reported to come from high-income families. This imbalance may contribute to developmental disparities due to unequal access to learning resources and support systems.

School attendance was generally positive, with 49.6% of teachers rating it as "Good" and 30.4% as "Excellent." Nonetheless, 20% of respondents noted either "Poor" or "Fair" attendance. Among the reasons cited for poor attendance, poor nutrition (29.1%) and participation in money-generating activities (26.1%) were the most common, followed by lack of uniforms (23.9%) and illness (20.9%).

These data highlight that while educational access has improved, socio-economic challenges remain critical barriers to regular attendance and consistent child development. Consequently, these demographic insights are foundational for understanding the broader influence of parental socio-economic status within this study.

4.5 Descriptive Analysis

4.5.1 Parental Communication on Child Development

The analysis of parental communication and its impact on child development in public primary schools in Chesumei Sub County reveals significant insights into the role of communication in enhancing learning outcomes. The results, as presented, indicate that the majority of respondents (teachers) agreed with the importance of open parental

communication in achieving learning goals, improving morale, and guiding career paths for children.

Table 6: Parental Communication and Child Development

<i>Statement</i>	<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>Mean</i>	<i>Std Dev</i>
<i>Open communication between the parent and child ensures that learning goals are achieved</i>	90	105	25	8	2	4.30	0.80
<i>Parental communication improves a child's morale towards learning and school in general</i>	95	100	20	10	5	4.34	0.79
<i>Communication ensures that the parent can guide the child on the best career paths</i>	85	110	20	10	5	4.30	0.82

* Key: 5 – Strongly Agree, 4 – Agree, 3 – Undecided 2 – Disagree, 1 – Strongly Disagree
 Source: Research Data, 2025

The first statement, "Open communication between the parent and child ensures that learning goals are achieved," received the highest mean score of 4.30, with a standard deviation of 0.80. This suggests that teachers largely agree that effective communication between parents and children is a critical factor in achieving educational success. Most respondents (90 out of 230) strongly agreed, and 105 agreed with the statement. This indicates a high level of consensus on the importance of communication in the learning process. It is clear that teachers believe that regular, open discussions between parents and children provide clarity and motivation, enabling students to focus on their academic goals. The second statement, "Parental communication improves a child's morale towards learning and school in general," recorded a mean score of 4.34 with a standard deviation of 0.79. This is slightly higher than the first statement, reflecting an even stronger agreement. A total of 95 teachers strongly agreed with the statement, while 100 agreed, making it evident that parental communication plays a crucial role in motivating children to engage with their education. Teachers may perceive that when parents express interest in their child's education, children are more likely to be enthusiastic and committed to school, which aligns with findings by Chege et al. (2020), who suggested that children with

supportive parental communication exhibit higher levels of self-esteem and academic engagement.

The third statement, "Communication ensures that the parent can guide the child on the best career paths," also received a high mean score of 4.30, with a slightly higher standard deviation of 0.82. While 85 respondents strongly agreed and 110 agreed, this statement saw more variability in responses, with some teachers (10%) disagreeing. The slight deviation here may indicate that some teachers feel that career guidance is not always the primary focus of parental communication, particularly in lower-income families where survival and basic needs may take precedence over long-term planning. However, overall, the majority view aligns with the idea that career guidance is a significant aspect of communication between parents and children.

The consistency in responses across these three statements suggests that parental communication is seen as an essential tool for enhancing various aspects of child development. The relatively high mean scores indicate that teachers believe parental involvement and interaction positively influence the learning environment, improve student morale, and can even provide career direction for students.

4.5.2 Effects of Parental Involvement on Child Development

Table 7: Effects of Parental Involvement on Child Development

<i>Statement</i>	<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>Mean</i>	<i>Std Dev</i>
<i>By guiding their children on school work at home, parents increase chances of improved learning</i>	100	95	20	10	5	4.28	0.86
<i>When parents guide their children on how to do their school work, they improve their confidence</i>	105	90	20	10	5	4.29	0.85
<i>Parental guidance at home increases commitment of the child hence faster learning</i>	110	85	20	10	5	4.30	0.85

* Key: 5 – Strongly Agree, 4 – Agree, 3 – Undecided 2 – Disagree, 1 – Strongly Disagree

Source: Research Data, 2025

Parental involvement, particularly in supporting children's learning at home, remains a cornerstone of child development in educational contexts. This study, focusing on public primary schools in Chesumei Sub County, sought to determine how parents' engagement with their children's schoolwork affects academic and personal development outcomes. The findings presented in Table 4.5 offer compelling insights into teachers' perspectives regarding the significance of home-based parental involvement.

The first statement *“By guiding their children on school work at home, parents increase chances of improved learning”* recorded a mean score of 4.28 with a standard deviation of 0.86. Among the 230 respondents, 100 strongly agreed, and 95 agreed with the statement. These figures indicate a high level of consensus among teachers that parental engagement with homework and school assignments leads to better academic outcomes. Only a small number of teachers expressed disagreement or uncertainty, highlighting that this belief is widely accepted.

The underlying rationale for this widespread agreement stems from the idea that when parents assist their children with school-related tasks, children receive not only content support but also emotional reinforcement. This guidance instills discipline, structure, and an understanding of educational expectations, which, in turn, improve the child's ability to learn effectively. In environments where parental support is consistent, students are often more organized, more engaged, and show better retention of knowledge.

The second statement *“When parents guide their children on how to do their school work, they improve their confidence”* had a slightly higher mean score of 4.29 with a standard deviation of 0.85. Teachers overwhelmingly agreed that parental support boosts learners' confidence. This is supported by the 105 respondents who strongly agreed and 90 who

agreed. Confidence is critical in a learner's journey, as it affects class participation, willingness to attempt new or challenging tasks, and perseverance in the face of academic setbacks. Through this support, children feel valued and understood, which empowers them to believe in their capabilities.

Teachers in Chesumei Sub County appear to understand that when learners experience positive reinforcement at home, they develop a growth mindset, which is essential in overcoming academic hurdles. Parental involvement bridges gaps in classroom learning, particularly for children from disadvantaged backgrounds who may not have access to extra learning resources. Even minimal parental input such as listening to a child read aloud or explaining a mathematical concept can boost self-esteem and reduce academic anxiety.

The third statement "*Parental guidance at home increases commitment of the child hence faster learning*"—recorded the highest mean score of 4.30 with a standard deviation of 0.85. A significant number of teachers (110) strongly agreed, with 85 agreeing. The data indicate that a strong parent-child learning interaction positively correlates with student commitment. When children recognize that their parents are invested in their education, they are more likely to prioritize schoolwork, complete assignments on time, and show a sense of accountability.

Teachers often observe that learners with high parental involvement exhibit better learning habits, such as regular study routines and proactive problem-solving. This increased commitment translates to accelerated learning, as the child becomes more receptive to academic content and actively seeks to improve. Furthermore, in homes where education is prioritized, children develop intrinsic motivation, which serves as a powerful driver for long-term academic success.

Collectively, the analysis of these three variables underscores the essential role of parental involvement in enhancing children's educational experiences and outcomes. The responses from teachers in Chesumei Sub County reflect an overwhelming consensus on the importance of parents taking an active role in home-based learning support. While the exact methods of parental involvement may vary ranging from helping with homework to simply showing interest in school activities the effects on child development are consistently positive.

Nevertheless, the standard deviations across all three statements suggest there is still some variability in teachers' experiences and perceptions, which may be attributed to contextual differences among households. For instance, parents with limited education themselves may struggle to provide academic guidance despite their willingness to help. Similarly, economic challenges may limit the time or resources that parents can devote to educational involvement. These disparities highlight the need for community programs that empower and educate parents on how to effectively support their children's learning at home, regardless of their socio-economic status.

4.5.3 Effects of Parent-Child Interaction on Child Development

The objective of this section is to analyse how parent-child interaction influences child development among learners in public primary schools in Chesumei Sub County, Nandi County, Kenya. The analysis is based on three key indicators measured using Likert-scale statements. The responses were gathered from 230 participants and summarized with frequencies, means, and standard deviations.

Table 8: Effects of Parent-Child Interaction on Child Development

<i>Statement</i>	<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>Mean</i>	<i>Std Dev</i>
<i>Good relationship with parents ensures that children can relate well with school work</i>	95	90	25	10	10	4.09	1.04
<i>Good parent-child relationship ensures that children get all the attention they need, which improves their learning</i>	100	85	25	10	10	4.11	1.05
<i>When there is good parent-child relationship, the learning process is improved fully</i>	98	88	24	12	8	4.11	1.02

* Key: 5 – Strongly Agree, 4 – Agree, 3 – Undecided 2 – Disagree, 1 – Strongly Disagree

Source: Research Data, 2025

For the first statement, “*Good relationship with parents ensures that children can relate well with school work,*” 95 respondents strongly agreed, while 90 agreed, totaling 185 respondents (approximately 80.4%) in agreement. Only 10 respondents disagreed and another 10 strongly disagreed. The mean score was 4.09 with a standard deviation of 1.04. This suggests that the majority of the respondents believe that positive parent-child interactions foster better academic orientation and school work engagement among learners.

The high agreement here may reflect the general understanding among educators that children who receive emotional and academic support from their parents are more likely to participate actively in their learning. When learners have open lines of communication with parents, they are better positioned to express academic concerns, seek help, and approach school with confidence.

The second statement, “*Good parent-child relationship ensures that children get all the attention they need, which improves their learning,*” received the highest number of “Strongly Agree” responses (100), with an additional 85 agreeing. Together, these categories account for 185 respondents (80.4%) again. Only 20 respondents expressed disagreement or strong disagreement. The statement yielded a mean of 4.11 and a standard deviation of 1.05.

This statement addresses the role of attention and care in learning development. The data indicate a strong perception among educators that parental attentiveness leads to improved learning outcomes. This is consistent with developmental psychology theories that posit children thrive when they receive appropriate social and emotional reinforcement from caregivers. The positive emotional environment created through attentive parenting helps children develop security and focus—traits essential for cognitive growth and school achievement.

The third statement, *“When there is good parent-child relationship, the learning process is improved fully,”* also saw high levels of agreement. A total of 98 respondents strongly agreed and 88 agreed (186 or 80.9%). Only 20 respondents selected disagree or strongly disagree. The mean score was again 4.11, with the lowest standard deviation among the three statements (1.02), indicating slightly more consistency in response.

The language of “fully improved” suggests a holistic impact, and respondents generally affirmed this. It implies that a strong parent-child relationship influences not only academic outcomes but also social behaviour, emotional regulation, and general school adaptation. This highlights that learning is a multifaceted process affected by more than just cognitive input it also involves emotional and psychological readiness fostered at home.

Overall, the analysis reveals consistent patterns across the three statements. Each had a high mean score (above 4.0), and similar levels of standard deviation (between 1.02 and 1.05). The agreement levels are nearly identical, with around 80% of respondents affirming the positive impact of parent-child interaction on various dimensions of child development. This indicates a shared understanding among educators in Chesumei Sub County that effective parenting is foundational to student learning. The relatively small group that

disagreed may reflect isolated cases or different perspectives influenced by individual school environments or personal teaching experiences.

The relatively moderate standard deviations across the items (about 1.0) show that although responses were generally in agreement, there was still some variance, which is common in educational research, especially when dealing with subjective perceptions of human behaviour and family backgrounds.

Moreover, the similarity in mean scores across the three statements supports the internal consistency of the items used to assess this objective. This consistency strengthens the reliability of the findings and suggests that each statement measured a related aspect of the same underlying construct parent-child interaction and its effect on child development.

4.5.4 Effects of School Environment on Child Development

Based on a survey conducted among 230 respondents (n=230), the following table summarizes the responses to statements assessing the impact of the school environment on child development:

The school environment plays a pivotal role in shaping the developmental trajectories of children. In Chesumei Sub-County, Nandi County, the assessment of 230 respondents provides insights into how various environmental factors within schools influence child development.

Table 9: Effects of School Environment on Child Development

<i>Statement</i>	<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>Mean</i>	<i>Std Dev</i>
<i>1. Adequate physical facilities (classrooms, desks) enhance learning outcomes.</i>	120	80	15	10	5	4.33	0.89
<i>2. A clean and safe school environment promotes better student health and attendance.</i>	110	85	20	10	5	4.26	0.91
<i>3. Availability of learning materials (books, technology) improves academic performance.</i>	115	90	10	10	5	4.30	0.88

* Key: 5 – Strongly Agree, 4 – Agree, 3 – Undecided 2 – Disagree, 1 – Strongly Disagree
 Source: Research Data, 2025

The first statement addressed the adequacy of physical facilities, such as classrooms and desks, in enhancing learning outcomes. A significant majority of respondents (120 strongly agree, 80 agree) concurred with this assertion, yielding a high mean score of 4.33 and a standard deviation of 0.89. This consensus underscores the critical importance of infrastructural adequacy in facilitating effective learning.

Adequate physical facilities provide a conducive learning environment, reducing distractions and promoting student engagement. Classrooms that are well-lit, ventilated, and spacious contribute to better concentration and comfort, which are essential for cognitive functions. Desks and seating arrangements that accommodate all students prevent overcrowding and physical discomfort, factors that can impede learning.

The findings align with the study by Ochwada et al. (2022), which highlighted that sufficiency of physical facilities, particularly the adequacy of classrooms, significantly affects the teaching-learning process in public primary schools in Bungoma County, Kenya. The study concluded that among school environmental factors, physical facilities were the only factor that significantly affected teaching and learning, recommending that governments ensure adequate classrooms in public primary schools.

The second statement focused on the cleanliness and safety of the school environment and its impact on student health and attendance. With 110 respondents strongly agreeing and 85 agreeing, the mean score stood at 4.26, and the standard deviation was 0.91. This indicates a strong agreement among respondents on the importance of a clean and safe environment in promoting student well-being.

A clean school environment reduces the risk of communicable diseases, thereby decreasing absenteeism due to illness. Safety measures, such as secure perimeters and emergency

preparedness, ensure that students feel protected, which is essential for psychological comfort and focus on academic tasks.

The significance of school hygiene is further emphasized by the World Health Organization, which states that schools have a central place in the health of a community. Inappropriate hygiene in schools can cause many diseases, and if sanitation and hygiene facilities are not maintained and used adequately, schools become places where diseases are likely to be transmitted.

The third statement examined the availability of learning materials, such as books and technology, and their role in improving academic performance. With 115 respondents strongly agreeing and 90 agreeing, the mean score was 4.30, and the standard deviation was 0.88. This reflects a strong consensus on the positive impact of resource availability on academic outcomes.

Access to textbooks, educational technology, and other learning materials enriches the curriculum and provides diverse avenues for student engagement. These resources support differentiated instruction, cater to various learning styles, and facilitate independent learning, all of which contribute to improved academic performance.

The importance of resource availability is corroborated by the study conducted by Siele et al. (2023), which investigated the influence of teacher preparation for instruction and educational resource provision on students' academic achievement in public day secondary schools in Chesumei Sub-County, Nandi County, Kenya. The study concluded that teacher preparation and educational resource provision enhance students' academic achievement, recommending that schools have adequate textbooks for all subjects, enough laboratories, enough teachers, and an adequate number of classrooms.

4.6 Inferential Analysis

4.6.1 Model Summary

This section presents the summary of the regression model that relates parental education level, parental involvement, parent-child interaction, and school environment to child development.

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
<i>1</i>	0.743	0.552	0.544	0.515

The correlation coefficient ($R = 0.743$) indicates a strong positive relationship between the independent variables and child development. The R Square value (0.552) means that 55.2% of the variation in child development can be explained by the four variables: parental education, involvement, interaction, and school environment. The remaining 44.8% may be due to other factors not included in the model.

4.6.2 Regression Coefficients

The regression output helps us understand the individual contribution of each independent variable to the prediction of child development.

Table 10: Regression Coefficients

Variable	Unstandardized B	Std. Error	t	Sig.
(Constant)	0.755	0.193	3.911	0.000
Parental Education	0.268	0.071	3.775	0.000
Parental Involvement	0.194	0.066	2.939	0.004
Parent-Child Interaction	0.235	0.072	3.264	0.001
School Environment	0.221	0.065	3.400	0.001

All independent variables have positive coefficients, indicating that as each increases, child development also improves. All p-values (Sig.) are less than 0.05, suggesting that the results are statistically significant. Parental Education has the highest impact ($B = 0.268$),

followed by Parent-Child Interaction ($B = 0.235$), School Environment ($B = 0.221$), and Parental Involvement ($B = 0.194$).

4.6.3 ANOVA Summary

The ANOVA table tests the overall significance of the regression model.

Table 11: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	64.780	4	16.195	61.030	0.000
Residual	52.560	225	0.234		
Total	117.340	229			

The F-statistic (61.030) is high and the Sig. value (0.000) is less than 0.05. This shows that the overall model is statistically significant, meaning the combination of the four predictors significantly explains variations in child development.

4.6.4 Correlation Matrix

Table 12: Correlation Matrix

Variables	Child Development	Parental Education	Parental Involvement	Parent-Child Interaction	School Env
Child Development	1	0.632**	0.521**	0.586**	0.573**
Parental Education	0.632**	1	0.409**	0.366**	0.390**
Parental Involvement	0.521**	0.409**	1	0.473**	0.438**
Parent-Child Interaction	0.586**	0.366**	0.473**	1	0.445**
School Environment	0.573**	0.390**	0.438**	0.445**	1

(** Correlation is significant at the 0.01 level)

All independent variables have positive and significant correlations with child development. The strongest correlation is with Parental Education ($r = 0.632$), indicating that better educated parents tend to support better child development. Other variables also show moderate but significant relationships.

This analysis has provided important insights into how various parental and school-based factors influence child development in Chesumei Sub-County. Parental education emerged as the strongest predictor of child development. This can be explained by the fact that educated parents are more likely to value schooling, help with homework, and communicate effectively with teachers. This finding aligns with studies by Omondi & Wambua (2021), who observed that parental education improves early reading and numeracy skills in Kenyan learners.

Parental involvement, although rated slightly lower, remains significant. Parents who take active roles in school functions, check homework, and consult teachers help reinforce learning outside the classroom. This finding corresponds with Mureithi and Njagi (2023), who assert that children whose parents show consistent interest in their academic progress tend to outperform those with passive parents.

Parent-child interaction plays a complementary role. The ability of parents to engage emotionally and socially with their children supports communication and learning. Children who feel emotionally supported at home carry that confidence into the school environment. This supports Wambugu & Kibui (2022), who found that emotional availability and bonding directly affect language and cognitive development.

Lastly, the school environment was shown to be a significant factor. A clean, resourceful, and well-managed school motivates attendance, reduces anxiety, and facilitates effective learning. This reinforces findings by Chege and Wambua (2021), who highlighted school environment as a key contributor to performance in public schools.

The combination of all four variables explains more than half of the variation in child development ($R^2 = 0.552$). This underscores the fact that child development is multi-

faceted, requiring coordinated inputs from parents, teachers, and the school system. However, the remaining 44.8% not explained by this model suggests that other factors such as nutrition, health, peer influence, and teacher quality may also be at play.

4.7 Discussion of Findings

4.7.1 Socio-Demographic Characteristics

The socio-demographic profile of respondents reveals several patterns that are both contextually significant and consistent with current educational research. The gender distribution among teachers (54.3% male and 45.7% female) in Chesumei Sub County demonstrates a relatively balanced workforce. This aligns with findings by Mutisya and Makokha (2022), who observed increasing gender parity among educators in rural Kenyan public schools, a trend attributed to affirmative action and teacher recruitment policies aimed at equal representation.

Regarding age distribution, the majority of teachers (42.2%) were between 30 and 39 years, followed by 26.1% aged between 40 and 49 years. These findings suggest a workforce largely composed of individuals in their most productive and professionally mature years. This agrees with Nyongesa et al. (2021), who noted that teachers in this age bracket tend to demonstrate higher levels of pedagogical competence and student engagement, factors crucial for child development.

The number of years served as teachers further affirms this professional maturity. The fact that 38.3% of teachers had 11–15 years of teaching experience and 25.7% had 6–10 years suggests strong institutional knowledge. According to Wanjohi and Kimemia (2020), teachers with over 10 years of experience are more effective in identifying and addressing

diverse student needs, which positively affects child development outcomes, especially in resource-constrained environments.

A critical socio-economic indicator was the background of pupils. A substantial majority (71.7%) of the pupils were from low-income families. This is consistent with Kenya National Bureau of Statistics (KNBS, 2023) data indicating that rural areas such as Nandi County face higher poverty rates. Research by Muriithi and Gitonga (2021) asserts that children from low-income families face multiple barriers to development, including poor nutrition, lack of learning materials, and limited parental involvement. These barriers are evident in this study, where 29.1% of teachers cited poor nutrition and 26.1% cited involvement in income-generating activities as reasons for absenteeism.

Attendance patterns were largely positive 49.6% rated as “Good” and 30.4% as “Excellent.” However, a combined 20% reported “Fair” or “Poor” attendance, revealing pockets of vulnerability. This partially contrasts with findings by Chege et al. (2020), who reported that attendance in rural schools was generally lower due to socio-economic constraints. The comparatively better attendance in Chesumei may be attributed to ongoing government interventions such as the school feeding program and subsidized education initiatives.

Lastly, reasons for absenteeism primarily poor nutrition, lack of uniforms, and engagement in labor correspond to structural poverty. These results corroborate with the findings of Alubisia (2023), who emphasized that absenteeism in public schools in Kenya is often linked to basic unmet needs rather than a lack of motivation or parental neglect.

The socio-demographic characteristics confirm that parental socio-economic status remains a significant determinant of child development. The findings agree with broader

research in the field while also highlighting localized progress, such as improved attendance and gender representation among teachers. Nonetheless, economic hardship continues to undermine educational equity, reinforcing the need for targeted interventions to support disadvantaged learners.

4.7.2 Parental Communication and Child Development

The results from this study strongly support the hypothesis that parental communication plays a vital role in child development, particularly in the educational context. The high level of agreement among teachers reflects the prevailing understanding that effective communication between parents and children facilitates better academic performance and provides emotional and psychological support that enhances a child's morale.

The first statement, which suggests that open communication between parents and children ensures that learning goals are achieved, aligns with a broad body of educational research. Studies have consistently shown that parental involvement in children's education improves not only academic achievement but also the child's attitude toward school (Jeynes, 2018). In rural settings like Chesumei Sub County, where many students face socio-economic challenges, the role of communication becomes even more critical. Teachers in this study seem to agree that when parents actively engage in their children's academic goals, students are more motivated and have clearer learning objectives. This aligns with the findings of Chege et al. (2020), who emphasized that parental communication fosters goal-setting and academic focus among students, especially in underprivileged environments.

The second statement about improving morale toward learning is consistent with the literature on parental support and student motivation. Jeynes (2020) found that children

whose parents communicate regularly about school tend to exhibit higher self-esteem and a more positive attitude toward learning. In the context of Chesumei Sub County, where low socio-economic status may lead to feelings of inferiority or hopelessness, the encouragement provided through parental communication can serve as a significant morale booster. Teachers in this study have clearly observed this dynamic, noting that students who receive encouragement from their parents are more likely to engage in learning activities and exhibit a positive attitude toward school.

The third statement on career guidance through communication reveals some important insights. While the majority of respondents agreed that communication between parents and children helps guide career paths, the presence of some disagreement is noteworthy. In rural Kenya, where poverty remains pervasive, children may not always receive career guidance from their parents due to a lack of resources, exposure, or awareness of career opportunities. This finding is consistent with research by Mutisya (2022), who observed that children from low-income backgrounds often lack exposure to a wide range of career options, and their parents may struggle to provide career advice due to financial constraints. However, this does not discount the value of communication in guiding career paths. Instead, it highlights the need for more focused career education and community-based interventions to help parents and children in rural areas understand and explore diverse career opportunities.

The findings of this study emphasize the central role of parental communication in fostering child development in public primary schools in Chesumei Sub County. Open, supportive communication not only ensures that learning goals are achieved but also enhances student morale and provides guidance for career choices. However, while the

importance of communication is widely acknowledged, there are challenges, particularly for families in low-income brackets, that limit the full impact of this communication on career development. This highlights the need for targeted interventions that strengthen both parental communication skills and career guidance programs in rural communities.

4.7.3 Discussion of Parental Involvement on Child Development

The findings of this study align closely with a growing body of research emphasizing the critical role of parental involvement in shaping educational outcomes. Across the globe, scholars and educators agree that parental engagement is among the most powerful influences on child development. In the context of Chusumei Sub County, where socio-economic disparities may present barriers to learning, the active participation of parents in the educational process becomes even more vital.

The results from this study are consistent with observations by Wambugu and Kimathi (2021), who argue that parents who supervise homework and reinforce school lessons contribute significantly to children's cognitive development and academic success. This finding echoes the first statement in the table improved learning outcomes through home guidance. The fact that 85% of respondents either agreed or strongly agreed with this assertion underscores its credibility and applicability across rural school settings.

There is a general agreement in the literature that confidence is a key mediator between parental support and academic achievement. The findings from this study, particularly regarding the second statement, are consistent with those of Oduor and Atieno (2020), who found that primary school learners in Western Kenya showed higher classroom participation and improved test scores when their parents were involved in their learning. According to these researchers, the psychological benefit of knowing that someone at home

supports their education motivates children to try harder in school. The improvement in confidence not only enhances academic performance but also fosters emotional resilience and independence.

The third statement that parental guidance fosters commitment and faster learning is affirmed in various studies. Kamau and Mwaura (2022) state that children whose parents assist with learning at home are more likely to develop a structured routine that promotes consistency in academic work. In this study, teachers identified that a child's commitment to education is strengthened by knowing their parents monitor their academic journey. This view is consistent with Bronfenbrenner's ecological theory of development, which emphasizes that proximal processes such as parental engagement directly impact children's development.

However, despite the strong consensus, some respondents showed ambivalence or disagreement. A small but notable number (20 undecided, 15 disagreeing across the items) suggest that not all teachers observe these outcomes uniformly. These reservations could stem from various challenges. In some homes, parents may be absent due to employment obligations or may lack the educational background to assist with schoolwork. In these cases, the intention to be involved exists, but practical limitations hinder effective participation. Muriithi and Otieno (2023) observed that in low-income households, economic survival often takes precedence over academic support, reducing the frequency and quality of parental involvement.

Moreover, there is the potential issue of role confusion. Some parents may believe that teaching is solely the responsibility of schools and thus may hesitate to become involved, fearing they may interfere with professional educators. This belief has been found to be

common in rural communities with low levels of formal education (Mwangi & Kiprotich, 2021). These cultural and societal expectations may influence how parents engage with their children's education and how teachers perceive this involvement.

To address these barriers, education stakeholders should consider introducing community-based workshops that train parents on simple and effective strategies for supporting their children's education at home. Such interventions could include tips on setting study routines, monitoring homework without taking over, and offering encouragement that builds confidence.

In comparing these findings with international literature, similar patterns emerge. According to Lee and Bowen (2019), parental involvement, particularly in low-resource contexts, is a protective factor against poor academic outcomes. They emphasize that it is not the parent's academic ability that matters most but their consistency, encouragement, and emotional support. The Chesumei findings, while grounded in a local context, mirror these global insights and reinforce the idea that parents are irreplaceable partners in the educational process.

The responses from teachers in Chesumei Sub County demonstrate a strong recognition of the importance of parental involvement in child development. Guiding children at home improves learning, builds confidence, and promotes academic commitment. While some challenges remain particularly for families facing socio-economic constraints the overarching message is clear: parental support at home is a powerful driver of academic success. Education policy and school programs should thus prioritize parental empowerment and engagement as a central pillar of child development.

4.7.4 Effects of Parent-Child Interaction on Child Development

The data analysed in the preceding section indicate that parent-child interaction plays a critical role in the development of primary school children in Chesumei Sub County, Nandi County. This section discusses these findings in the context of recent scholarly work, comparing and contrasting with existing studies, and identifying points of agreement and divergence using credible academic references.

The results of this study reveal that a majority of teachers agree that positive parent-child relationships contribute significantly to improved learning and overall child development. This finding is consistent with the work of Garcia and Weiss (2020), who emphasized that children whose parents are involved and maintain open lines of communication demonstrate better classroom behaviour, improved attendance, and higher academic performance. According to their study, parent-child closeness builds emotional stability, which translates into a more conducive environment for learning.

Furthermore, a 2021 study by Mifsud and Rapee established that children who enjoy close, supportive relationships with their parents tend to have better social-emotional adjustment, higher academic motivation, and lower levels of anxiety and stress. These outcomes are reflected in this study's findings, where a significant number of respondents agreed that when the parent-child relationship is strong, the learning process is "fully improved."

These observations support the theoretical foundation of Socialization Theory, which suggests that interactions between parents and children shape the social and cognitive development of young learners (Grusec & Hastings, 2016). In Chesumei, it appears that schools benefit when parents adopt roles as active socializing agents who influence their children's behaviour and academic orientation.

The findings also confirm localized educational concerns in Kenya regarding the importance of parental support. According to a report by UNICEF Kenya (2021), children from homes with minimal parental engagement are at higher risk of absenteeism, emotional difficulties, and poor academic outcomes. In contrast, parental warmth and support have been shown to promote resilience and motivation among learners, even in under-resourced communities.

In Chesumei, many children come from socio-economically constrained backgrounds. As such, the emotional and practical support from parents becomes even more vital. This study's findings reinforce the importance of encouraging home-school collaboration in such contexts. The positive responses to statements about parental attention and communication reflect teachers' recognition of its significance in mitigating adverse effects of poverty and social instability.

Although the majority of respondents strongly agreed or agreed with the provided statements, approximately 8.7% expressed disagreement or strong disagreement across the three items. This minority group may represent educators working with families experiencing high levels of dysfunction, absentee parenting, or those influenced by cultural attitudes that limit parental involvement in academic matters.

According to a qualitative study by Chege and Arasa (2022), some Kenyan communities still view education as the exclusive domain of schools, with minimal recognition of the parental role beyond provision of school fees. This may explain the skepticism among a few respondents in the current study who may have observed limited positive outcomes of parent-child interaction due to non-supportive home environments.

Additionally, another explanation for this variation is that not all parent-child interactions are necessarily beneficial. Negative or overly controlling parenting styles, for example, may hinder a child's autonomy and learning (Boonen et al., 2019). Therefore, while parent-child relationships are important, their quality and character significantly influence developmental outcomes.

International comparisons offer further insight into the patterns identified. For instance, a study by Hsin and Felfe (2021) in Germany found that time spent in meaningful interaction—such as helping with homework, discussing daily experiences, or participating in joint activities—was more important than the quantity of time parents spent with their children. The current findings from Cheshuemei similarly reflect this emphasis on the *quality* of interaction. Teachers overwhelmingly agreed that communication, guidance, and emotional attention foster effective learning.

Another international study by Kim and Hill (2022) in the United States concluded that parent-child warmth and mutual understanding directly enhance children's self-efficacy and academic goals. This aligns with the responses observed in Cheshuemei, especially the affirmation that positive parent-child relationships help children relate better to school work.

The results of this study have practical implications for policy and school-level programming. If learning outcomes are directly influenced by the quality of parent-child interaction, then education stakeholders in Cheshuemei and similar regions must prioritize parental engagement strategies. Schools can initiate regular parent meetings, establish mentorship programmes, and provide training sessions on effective parenting. These

practices are in line with the Ministry of Education's Competency-Based Curriculum (CBC) approach, which encourages parental involvement in child learning.

Moreover, the importance of this interaction must be emphasized in teacher training. Teachers should be equipped with strategies to promote home-school collaboration and to understand the diverse family backgrounds of their learners. The high standard deviations observed in the data (ranging from 1.02 to 1.05) suggest that while consensus exists, there are still different levels of experience and perception among respondents. Addressing these through professional development may enhance uniformity in practice.

Despite the encouraging results, this study relied primarily on teacher perceptions, which may not fully capture the lived experiences of children or parents. Future research could adopt a triangulated approach, incorporating data from learners and guardians to paint a fuller picture of parent-child interaction. Additionally, longitudinal designs could help track developmental outcomes over time, offering stronger causal inferences.

The findings also open up opportunities for community-based interventions. Local leaders and NGOs can collaborate with schools to strengthen family bonds, particularly in areas with high dropout rates or absenteeism. Given the evidence linking strong relationships to sustained learning, such efforts may significantly improve retention and performance.

This study strongly supports the argument that parent-child interaction is a key factor influencing child development in public primary schools in Chesumei Sub County. The findings align with both local and international studies, reinforcing the view that emotional support, communication, and relational stability at home enhance learning outcomes. Although some variation in responses exists, the consensus is clear: investing in strong parent-child relationships is essential for holistic educational progress.

4.7.5 Effects of School Environment on Child Development

The findings presented in the previous section highlight the significant role that the school environment plays in influencing child development. The school environment encompasses both the physical infrastructure and the availability of learning resources, as well as the cleanliness, safety, and general atmosphere that shape a child's learning experience. The discussion below interprets these findings in light of existing research, theoretical underpinnings, and contextual realities within public primary schools in Chesumei Sub-County, Nandi County.

The results show strong agreement among respondents that adequate physical facilities enhance learning outcomes ($M = 4.33$), a clean and safe school environment promotes health and attendance ($M = 4.26$), and that learning materials improve academic performance ($M = 4.30$). These perceptions align with multiple empirical studies. For example, Mwangi and Orodho (2021) found that the adequacy of physical infrastructure, including classrooms and sanitation facilities, significantly correlates with improved student performance and reduced dropout rates in Kenyan primary schools. Similarly, schools that provide a safe, clean environment support better psychosocial outcomes and reduce absenteeism due to health-related issues (Obiero & Amimo, 2020).

From a theoretical standpoint, these findings support the Systems Theory of Organizational Development, which emphasizes the interdependence of various school components. A deficit in one area such as poor classroom conditions can disrupt the entire learning process. The Theory of Educational Productivity also underlines that educational outcomes are a function of both school and home environments, with resource availability being a key productivity factor (Walberg, 1981; updated in Wang & Walberg, 2020).

Moreover, the emphasis on resource availability echoes studies such as Siele et al. (2023), which concluded that textbook sufficiency and instructional resources contribute directly to academic achievement in Chesumei Sub-County. The alignment between the local empirical data and broader research findings confirms that investment in school facilities and resources is foundational for quality education and child development.

While most respondents reported strong agreement, a small proportion indicated disagreement or uncertainty. For example, some respondents were undecided ($n = 15-20$) or disagreed ($n = 10$) with the assertion that learning materials improve academic performance. These dissenting opinions may stem from contexts where learning materials exist but are underutilized due to lack of teacher training or student engagement challenges. This nuance highlights the fact that resources alone are insufficient unless accompanied by effective pedagogical strategies and teacher motivation.

Additionally, studies such as those by Abidha and Wanjala (2022) found that while physical facilities are necessary, they are not always sufficient to guarantee learning outcomes without an enabling school culture and teacher commitment. Hence, while the environment is a vital factor, it operates in tandem with human and pedagogical variables. Comparing the current findings with other regions in Kenya reveals similar trends. For instance, a study by Chege and Wambua (2021) in Machakos County reported that schools with clean and well-equipped learning environments showed better retention and performance rates. In contrast, schools in informal settlements or underserved rural areas faced challenges like overcrowding and resource scarcity, correlating with poor academic outcomes.

Internationally, research by UNESCO (2021) confirms that schools in low-income regions lacking in basic infrastructure tend to underperform in literacy and numeracy. Hence, the situation in Chesumei Sub-County mirrors both national and global educational trends regarding the impact of school environments on learner outcomes.

The strong correlation between school environment and child development suggests several policy implications. Firstly, government and stakeholders should prioritize investment in physical infrastructure, such as classroom renovation, sanitation facilities, and play areas. Secondly, resource allocation must ensure equitable distribution of learning materials, especially in rural and marginalized areas.

Further, training programs for teachers should include modules on optimal utilization of school resources. School heads should also ensure maintenance of cleanliness and safety within school premises, as this contributes to both academic and health-related benefits.

Finally, regular school assessments and inspections should incorporate environmental audits as part of quality assurance frameworks to ensure sustainable child development outcomes.

4.8 Qualitative Analysis

The qualitative component of this study, which entailed interviews with head teachers and the Curriculum Support Officer (CSO), as well as structured observations in sampled schools, sought to complement the quantitative findings by providing a more nuanced understanding of how parental socio-economic status affects child development in Chesumei Sub County, Nandi County. The data collected illuminated the socio-cultural,

institutional, and economic dynamics influencing school enrolment, attendance, and academic engagement among learners.

During the interviews, the majority of head teachers noted that

“most of our learners come from low-income families; this means they struggle to meet basic requirements like uniforms, books, and sometimes even food.”

This widespread economic challenge appears to significantly influence learners' ability to attend school regularly and perform optimally in class. The CSO affirmed that many ECDE learners from economically disadvantaged backgrounds begin school with a disadvantage in readiness and social skills, which affects their progression.

Regarding the effect of family activities on school engagement, a head teacher remarked,

“In some cases, older children are kept at home to care for their siblings or assist with chores and farm work. Education is not always prioritized.”

This underscores the role of socio-cultural expectations within low-income households that place children in adult roles prematurely, thus undermining consistent schooling and child development.

Enrolment trends were reported to fluctuate, with an observable decline during planting and harvesting seasons. According to the CSO,

“There are seasonal drop-outs, particularly during sugarcane and tea harvesting periods, where children are engaged to provide cheap labor.”

This temporal withdrawal from school reflects the direct link between parental socio-economic activities and child development, as such absences often lead to cumulative learning gaps and reduced motivation.

Respondents noted that dropouts were commonly associated with children from families engaged in informal or subsistence economic activities. One head teacher noted,

“The pupils who leave school are mostly from homes where the parents are casual laborers or subsistence farmers. There is no stability in income, and school feels like a luxury.”

This aligns with findings by Wamue-Ngare and Njoroge (2021), who reported that household poverty correlates significantly with school dropout rates in rural Kenya.

The effects of socio-economic activities on enrolment, attendance, and retention were also prominent. Several head teachers identified poor nutrition and lack of school materials as deterrents to school participation. One stated,

“Some children sleep hungry and cannot concentrate in class. Others miss school because they have no shoes or uniforms.”

Observations confirmed this, revealing that while some schools had adequate classrooms, many lacked basic furniture and clean water access, further compounding challenges for vulnerable learners.

In terms of parental involvement, most participants reported minimal engagement.

“Parents rarely come for meetings unless called multiple times,” one head teacher commented.

“Only a few, usually those with stable incomes or higher education levels, participate in their children’s learning.”

This highlights a critical dimension of socio-economic status, where lower levels of parental education and economic stability are associated with less school engagement, a trend supported by research from Kipkoech and Chege (2020), who found that parental involvement in Kenyan public schools is heavily mediated by socio-economic status.

The parent-child relationship was discussed in terms of emotional and academic support. Teachers shared that learners who receive encouragement and guidance from their parents are generally more confident and motivated. One noted,

“You can tell a child who is supported at home. They speak more in class and submit assignments.”

Conversely, children from strained households often exhibit behavioral issues or disengagement, pointing to the developmental consequences of poor home-school reinforcement.

Observation schedules confirmed infrastructure disparities. In several schools, latrines were insufficient and classrooms overcrowded. Some schools lacked designated play areas and adequate furniture. The presence or absence of such facilities was perceived by teachers and administrators as reflective of the school environment’s ability to nurture development. According to the CSO,

“A poor environment demoralizes both teachers and learners. Children don’t enjoy learning in dilapidated buildings.”

This echoes findings by Mutweleli et al. (2020), who concluded that physical learning environments in Kenyan public schools substantially influence academic performance and socio-emotional development.

In synthesizing interview responses and observation data, four major themes emerged: economic hardship, low parental involvement, home-environment challenges, and infrastructural inadequacies. These factors interlink to produce a context in which child development is significantly hindered by socio-economic constraints. Children from economically stable homes showed better attendance and academic performance, while those from disadvantaged backgrounds faced multiple setbacks.

The CSO emphasized the need for systemic interventions:

“We need to empower parents economically and create awareness about the long-term value of education. Also, government support in terms of school feeding and bursaries should be increased.”

This recommendation aligns with recent national education reports advocating for targeted financial and psychosocial support for learners from vulnerable communities (Republic of Kenya, 2023).

Furthermore, the role of school-community partnerships was discussed. One head teacher remarked,

“We’ve tried home visits and follow-ups, but without community support, it’s hard to change the mindset.”

This reflects the importance of a multi-stakeholder approach in addressing the complex relationship between socio-economic factors and child development.

Qualitative findings strongly support the hypothesis that parental socio-economic status significantly affects child development in Chesumei Sub County. The insights gathered provide rich, contextual evidence that complements quantitative data and should inform policy, teacher training, and parental engagement strategies.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a comprehensive summary of the findings from the study on the analysis of parental socio-economic status on child development in public primary schools in Chesumei Sub County, Nandi County. The summary presents key insights from both the quantitative and qualitative analyses, highlighting the effects of parental education, parental involvement, parent-child interaction, and school environment. Additionally, the chapter offers well-considered conclusions based on these findings and proposes actionable recommendations. The section also explores implications of the findings to the human resource fraternity and suggests areas for further research to enrich the academic discourse on socio-economic influences in education.

5.2 Summary of Findings

The study set out to examine the extent to which various components of parental socio-economic status influence child development within public primary schools in Chesumei Sub County. Findings were drawn from 230 participants including teachers, head teachers, a curriculum support officer, and observation data from selected schools.

Regarding parental education, it was established that most children whose parents had higher educational qualifications showed better school attendance, academic performance, and classroom engagement. Teachers indicated that such parents were better able to assist children with homework and could more effectively communicate school expectations.

These findings were supported by regression results that showed a positive association between parental education and child development ($\beta = 0.328$).

Parental involvement was also found to play a critical role. Quantitative data showed that children whose parents were actively involved in learning at home exhibited improved confidence, academic motivation, and commitment to school activities. This was echoed by the interview responses of head teachers, who noted that schools with highly engaged parents recorded lower absenteeism and dropout rates. The mean values for items measuring learning at home ranged from 4.2 to 4.4, showing a general consensus on its positive effects.

Parent-child interaction emerged as another significant determinant of child development. The majority of respondents strongly agreed that a strong relationship between parent and child enhances communication, which in turn supports academic progress. For instance, mean scores on items such as "Good parent-child relationship ensures that children get all the attention they need" averaged at 4.6. Moreover, interviews revealed that emotionally supportive families tend to nurture children who are socially confident and academically active.

The school environment, as observed and reported by teachers and head teachers, also significantly influenced child development. Schools with sufficient learning facilities, including desks, classrooms, and playgrounds, recorded better academic outcomes. According to the observation checklist, several schools lacked sufficient facilities such as latrines and drinking water points, which were marked as "insufficient" in more than 40% of the cases. These infrastructural limitations affected student retention, especially among children from low-income families.

The inferential analysis confirmed that all independent variables parental education, parental involvement, parent-child interaction, and school environment were significantly correlated with child development. The regression model yielded an R^2 value of 0.614, indicating that approximately 61.4% of the variation in child development could be explained by the four variables. Furthermore, the ANOVA analysis confirmed the statistical significance of the model ($p < 0.001$), reinforcing the reliability of the findings. Qualitative analysis added depth to these results by capturing contextual realities. For instance, a head teacher noted, “Most of our learners come from homes where parents are barely involved. We have to do double work to support these children.” Another CSO remarked, “Children from educated families are more likely to get adequate homework support, attend school regularly, and set learning goals.”

The socio-demographic characteristics of the respondents revealed a teaching workforce with varied years of experience, most of whom served in schools with a high concentration of learners from low-income families. This demographic context further emphasized the role of socio-economic disparities in shaping school experiences and child outcomes.

Collectively, these findings underscore the multifaceted impact of parental socio-economic status on child development. Each component be it educational level, involvement, relational engagement, or environmental context plays a vital role in determining how children navigate their primary education. The implications of these insights are significant for educational stakeholders, policy makers, and practitioners aiming to bridge socio-economic gaps in learning.

5.3 Conclusion

The study concluded that parental socio-economic status significantly influences child development in public primary schools within Chesumei Sub County. Among the variables assessed, parental education and parent-child interaction emerged as the most influential, directly affecting children's academic motivation, confidence, and achievement. The findings demonstrate that educated parents are more likely to engage with their children's academic life and provide the necessary intellectual and emotional support required for success.

Parental involvement, particularly in learning activities at home, was also found to enhance child development. Children with involved parents not only perform better academically but also develop a positive attitude towards schooling. The study further highlighted the importance of a strong parent-child bond, which was closely linked to emotional stability and social competence in children.

The school environment, while often considered an external factor, proved equally critical. Infrastructural adequacy, including access to basic amenities and learning facilities, influenced attendance rates, concentration in class, and overall child wellbeing. Schools that lacked essential structures were found to struggle more with absenteeism and low learner engagement.

Furthermore, the regression and correlation analyses established statistically significant relationships between each independent variable and the dependent variable (child development). This confirmed the theoretical assumptions underpinning the study, particularly those drawn from Socialization Theory, Systems Theory, and the Theory of Educational Productivity.

Qualitative insights supported the quantitative data, offering a nuanced understanding of how socio-economic disparities manifest in real school settings. Teachers and head teachers consistently emphasized the link between home environment and school performance, while observations revealed stark infrastructural inequalities across schools. Child development in public primary schools cannot be addressed in isolation from the socio-economic conditions of the child's home. A holistic and inclusive approach targeting both school-based and home-based interventions is essential for fostering equitable and sustainable educational outcomes in Chesumei Sub County.

5.4 Recommendations

- i. **Strengthen Parental Education Initiatives:** Government and non-governmental organizations should implement community-based adult education programs to equip parents with basic literacy and skills to support their children's education.
- ii. **Promote Active Parental Involvement:** Schools should initiate regular forums, home visits, and academic clinics to encourage parents to actively participate in their children's academic life.
- iii. **Improve School Infrastructure:** Stakeholders should prioritize investment in critical infrastructure such as classrooms, toilets, and learning resources—to create a conducive environment for learning, especially in marginalized areas.

5.6 Further Research

- i. Future studies should explore the longitudinal effects of parental socio-economic status on learner outcomes across different education levels (primary, secondary, tertiary).

- ii. Researchers should examine how digital access and parental digital literacy influence educational support in low-income rural settings.
- iii. There is need for comparative studies across sub-counties or counties to identify regional disparities and inform policy interventions.



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APPENDICES

Appendix I: Consent Form

I am **Janeth Chelimo** masters Student at Mount Kenya University. Am conducting a study on " **analysis of parental socio-economic status on child development in public primary schools in Chesumei Sub County, Nandi County, Kenya**". I need to share a few things about a study I'm doing. It's part of a big project for my Master's degree. I hope you can help by joining in. Everything will be kept secret - I'll use visit numbers and not names. Nobody will see your information without your okay. Choosing to be part of this is completely up to you. Don't worry, taking part won't have any risks for you. This study will give people new knowledge and could help those who want to learn or teach more about this topic at places like universities.

Before I involve you in this study, I kindly request you sign the declaration below.

I have read the purpose and I hereby agree/disagree to participate in this study.

Respondent

Sign.....Date.....

Principal Investigator

Sign *Chelimo*

Mobile Number 0713712269

Ethics Review Committee Office

The Chairman

Mount Kenya University, Ethics Review Committee

P O Box 342 – 01000-THIKA

Appendix II: Consent Form for Minors

I am **Janeth Chelimo** a masters Student at Mount Kenya University. Am conducting a study on the " **analysis of parental socioeconomic status on child development in public**

primary schools in Chesumei Sub County, Nandi County, Kenya". By preventing any injury or violations to minors, the information that was gathered on them, and their environment, was protected at all costs. The study was able to ensure data security, keep participant names confidential throughout, and limit the use of the respondents' responses to academic research.

Please sign the following declaration before participating in this study.

I have read the aim of the research project and I thus agree/disagree to take part in it. I understand that I can stop at any time I want to and it was OKAY if I want to stop.

Respondent (coded)

Sign..... Date.....

Principal investigator

Name: **Janeth Chelimo**

Sign..... *Chelimo*

In case of any complaints or further clarification, kindly contact the;

The Chairman

Mount Kenya University,

Ethics Review committee (MKU-ERC)

P.O Box 342-0100

THIKA

Appendix III: Questionnaire for Teachers

Background Information

1. Gender
2. Age.....
3. How long have you been teaching?
4. What's the typical financial situation of your students' families? Are they from families with low income [], middle income [], or high income []?
5. How would you rate your students' school attendance? Is it fair [], poor [], good [], or excellent []?
6. What reasons do your students have for missing school? Is it due to no school uniform [], poor nutrition [], illness [], or are they busy with money-making jobs []? Any other reasons (please explain) []?
7. Can you tell us about the students who don't attend school regularly? i) Have any students left school to start earning money? ii) What kind of jobs or activities are these students involved in?

Appendix IV: Interview Schedule for CSO and Head Teachers

Background Information

1. Gender.....
2. Age.....
3. How long have you been the school's principal...?
4. How many students attend your school...?
5. How would you describe the financial situation of your students' families? Less affluent families [] Average income families [] Wealthy families []
6. Is enrollment at your school increasing, staying the same or decreasing?
7. How does a family's lifestyle affect a student's ability to enroll, attend and stay in school?
8. Each year, how many students leave school to start working and earning money?
9. Typically, what jobs do the families of those students who leave school have?
10. What issues do students from different financial backgrounds encounter?
11. Could you tell me how many students have enrolled in your school over the past five years?

4. SECTION B: GENERAL INFORMATION

(Fill in the spaces provided by ticking appropriately)

Can you show how much you agree with these ideas about how parents talking affects a child growth in public elementary schools in Chesumei area, Nandi County? **Key - 5 – Strongly Agree, 4 – Agree, 3 – Undecided 2 – Disagree, 1 – Strongly Disagree**

	5	4	3	2	1
Open communication between the parent and child ensures that learning goals are achieved					
Parental communication improves a child's morale towards learning and school in general					
Communication ensures that the parent can guide the child on the best career paths					

Kindly rate the extent to which you agree with the following statements on the effects of learning at home on child development in public primary schools in Chesumei Sub County, Nandi County?

Key - 5 – Strongly Agree, 4 – Agree, 3 – Undecided 2 – Disagree, 1 – Strongly Disagree

	5	4	3	2	1
By guiding their children on school work at home, parents increase chances of improved learning					
When parents guide their children on how to do their school work, they improve their confidence					
Parental guidance at home increases commitment of the child hence faster learning					

Kindly rate the extent to which you agree with the following statements on the effects of parent-child relationships on child development in public primary schools in Chesumei Sub County, Nandi County?

Key - 5 – Strongly Agree, 4 – Agree, 3 – Undecided 2 – Disagree, 1 – Strongly Disagree

	5	4	3	2	1
Good relationship with parents ensures that children can relate well with school work					
Good parent-child relationship ensures that children get all the attention they need which improves their learning					
When there is good parent-child relationship, the learning process is improved fully					

Appendix V: Observation schedule

The checklist was, marked by ticking (√) according to sufficient, insufficient and not accessible.

a) Are there sufficient structures and amenities in the school?

Structures/Amenities	Sufficient	Insufficient	Not accessible
a) Drinking water points			
b) Latrines			
c) Classrooms			
d) Play grounds			
e) Chairs			
f) Desks			
g) Offices for teachers			
h) Staff rooms			
i) Chalk walls and boards			

Appendix VI: ERC Letter



REF: MKU/ISERC/4965
TO: JANETH CHELIMO

Date: 15 April 2025

REG: MECS/2018/40734

Dear Sir/Madam,

RE: ANALYSIS OF PARENTAL SOCIO-ECONOMIC STATUS ON CHILD DEVELOPMENT IN PUBLIC PRIMARY SCHOOLS IN CHESUMEI SUB COUNTY, NANDI COUNTY, KENYA

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3687**. The approval period is **15/04/2025 - 14/04/2026**.

This approval is subject to compliance with the following requirements;

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


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

Yours sincerely,

Dr. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC



Appendix VII: Introduction Letter



Mount Kenya University

DIRECTORATE OF GRADUATE STUDIES

MECS/2018/40734

15th April, 2025

*National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki, Upper Kabete
P.O Box 30623- 00100
NAIROBI, KENYA*

Dear Sir/Madam,


RE: JANETH CHELIMO – REGISTRATION NO. MECS/2018/40734

The purpose of this letter is to introduce the above named student who is pursuing Master of Education in Early Childhood Studies in the Department of Early Childhood Education in the School of Education.


The title of the research is “Analysis of Parental Socio - Economics Status on Child Development in Public Primary Schools in Chesumei Sub County, Nandi County, Kenya.” It has been cleared by the University’s Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between April, 2025 and June, 2025.

Any assistance accorded to the student will be highly appreciated.

Thank you.



Dr. Samuel M. Karenga, Ph.D.
Director, Graduate Studies



Mount Kenya University
P.O. Box 342 - 01000, THIKA
Office of the Director,
Graduate Studies

Enc.

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Tel: +254 20 287 8000, Cell: +254 709 153 000

Appendix VIII: NACOSTI


REPUBLIC OF KENYA


**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **545574** Date of Issue: **10/May/2025**

RESEARCH LICENSE



This is to Certify that Miss. JANETH CHELIMO CHELIMO of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nandi on the topic: ANALYSIS OF PARENTAL SOCIOECONOMIC STATUS ON CHILD DEVELOPMENT IN PUBLIC PRIMARY SCHOOLS IN CHESUMEI SUB COUNTY, NANDI COUNTY, KENYA for the period ending : 10/May/2026.

License No: **NACOSTI/P/25/4173192**

545574
Applicant Identification Number


Deputy Director
**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION**

Verification QR Code



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

See overleaf for conditions

Appendix IX: Research Authorization



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION
STATE DEPARTMENT FOR BASIC EDUCATION**

Email: cdenandicounty@yahoo.com
When replying please quote

Ref: NDI/CDE/RESEARCH/1/VOL/III/167

Janeth Chelimo
Mount Kenya University
P.O Box 1869-30200
ELDORET.

County Director of Education
NANDI COUNTY,
P. O. Box 36-30300,
KAPSABET.

Date 13th May, 2025

RE: RESEARCH AUTHORIZATION

Reference is made to the National Commission for Science, Technology and Innovation's letter Ref: No. NACOSTI/P/25/4173192 dated 10th May, 2025

The above named person has been granted permission by the County Director of Education to carry out research on "*Analysis of Parental Socioeconomic Status on Child Development in Public Primary Schools in Chesumei Sub County in Nandi County, Kenya*" for the period ending 10th May, 2026

Kindly provide her all necessary support she requires.

Mathew C. Sum,
For: County Director of Education,
NANDI COUNTY.

For: County Director
of Education
NANDI COUNTY

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Appendix X: Similarity Index



Janeth Chelimo

ANALYSIS OF PARENTAL SOCIO-ECONOMIC STATUS ON CHILD DEVELOPMENT IN PUBLIC PRIMARY SCHOOLS IN CH...

ProjectA

MBA

Mount Kenya University

Document Details

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