



Influence of Parental Educational Background on Students' Behaviour in Public Secondary Schools in Njiru Sub-County, Nairobi County

By

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ABSTRACT

The study aimed to examine the extent to which the educational background of parents influences student behavior in public secondary schools in Njiru Sub-County, Nairobi County, Kenya. The research was anchored in Ajzen's Theory of Planned Behaviour and employed a mixed-methods approach, combining cross-sectional and phenomenological designs. The target population included 1,650 Form Three students, 15 public secondary schools, 350 teachers, 15 principals, and one sub-county director of education. Using purposive, simple random, stratified random, and systematic sampling techniques, a sample of one sub-county director, ten schools, ten principals, 85 teachers, and 165 students was selected. Data collection instruments included questionnaires, in-depth interview guides, and focus group discussions. The instruments were validated for content, and their reliability was confirmed through Cronbach's alpha. Quantitative data were analyzed using descriptive statistics, while qualitative data were coded and categorized for thematic analysis. Ethical standards were strictly observed. The findings revealed that parental educational background significantly affects student behaviour in public secondary schools. Higher levels of parental education and consistent parenting practices were linked to better student conduct. The study recommends implementing initiatives such as regular parent-teacher meetings, practical parenting workshops, and proactive parental engagement programs to enhance the positive influence on student behaviour.

Key Words: Principals, Teachers, socioeconomic, Parenting, and Behaviour.

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Introduction

Parental educational background plays a critical role in shaping students' behavior in secondary schools. Students often carry behavioral traits from early childhood into their teenage years, which can significantly influence their conduct in school settings (Manyibe, 2018). Parents are primary influencers during these formative years, shaping behaviors that persist into secondary education (Isabel & Karimi, 2022; Kaluku et al., 2020). The family environment, being the first social context for children, is crucial for their development. Children are more likely to adopt values and behaviors modeled by their parents, such as discipline and perseverance, especially when these are consistently demonstrated (Jayawardena, 2021).

Parents with higher educational backgrounds tend to be more involved in their children's education, promoting positive behavioral habits that contribute to academic and social success (UNESCO, 2020). The Basic Education Act (2013) in Kenya underscores the importance of parental support in managing student behavior in schools. Parents with more education often emphasize structured communication and organization at home, which translates into well-

behaved children in school (Kamara et al., 2019). Moreover, the socioeconomic status of parents can also impact student behavior. For instance, children from lower socioeconomic backgrounds may experience behavioral issues due to stressors such as financial hardship and unstable home environments (Mwendwa, 2021). In Njiru Sub-County, socioeconomic disparities have been linked to increased cases of indiscipline due to the lack of adequate parental supervision and support (David et al., 2019).

Parental educational background significantly influences students' behavior by shaping their academic and social development. Educated parents are more likely to be involved in their children's education, which fosters better behavioral outcomes (Jayawardena, 2021). This involvement often includes encouraging good study habits, emotional support, and consistent discipline, all of which contribute to positive behavior (UNESCO, 2020). Studies have shown that higher parental education levels correlate with lower incidences of indiscipline in students, as these

parents are better equipped to provide a supportive and structured environment (Kamara et al., 2019). In contrast, students whose parents have lower educational levels may lack the guidance needed to develop self-control and positive behavioral traits, leading to higher rates of misbehavior (Wachira & Mwenda, 2019).

The influence of parental educational background on the conduct of students has been extensively researched in industrialized nations. According to Davis-Kean's (2020) research, children in the United States who have parents who have greater educational attainment are more likely to display good characteristics like self-discipline and tenacity, all of which are essential for academic achievement. According to Goodman and Gregg's (2019) study conducted in the United Kingdom, kids from homes with greater educational backgrounds tend to exhibit lower rates of behavioral issues including tardiness and disturbances in the classroom. According to these results, parental education has a major role in creating a nurturing home environment for students, which in turn encourages acceptable conduct and improves social and academic success.

Parental education has a noticeable effect on student conduct in Africa as well. Students who had parents with at least a secondary education were less likely to participate in deviant behaviors including drug misuse and absenteeism, according to a Nigerian research by Odo and Eboh (2021). Higher educated parents were more interested in school activities and better able to assist their children's behavioral development, according to a different study conducted in South Africa by Sibanda and Mokgobu (2018). This study also shown that parents' educational levels had an impact on kids' behavior and participation in school. These studies emphasize how important parental education is in influencing how their children behave, especially in areas where socioeconomic position is significantly influenced by education.

In Kenya, the influence of parental educational background on student behavior is a growing area of research. A study by Wachira and Mwenda (2019) in Makueni County found that students with parents who had attained higher education levels were less likely to exhibit indiscipline, as these parents were more involved in their children's academic lives and provided better guidance. Similarly, a study in Nairobi County by David et al. (2019) established that students from families

with educated parents demonstrated better behavior and were more likely to adhere to school rules. These findings suggest that in Kenya, as in other parts of the world, the educational background of parents significantly affects student behavior, underscoring the need for policies that encourage parental involvement in education.

In Njiru Sub-County, the influence of parental educational background on students' behavior in public secondary schools is a significant concern. Students whose parents have higher levels of education tend to exhibit more disciplined behavior and better adherence to school rules compared to those from less educated backgrounds. Educated parents are more likely to be actively involved in their children's academic and behavioral development, setting high expectations and providing support that fosters positive behavior. Conversely, students whose parents have lower educational attainment often face challenges such as lack of guidance, limited parental involvement, and exposure to negative peer influences, leading to increased cases of indiscipline and poor behavioral outcomes. Socioeconomic disparities further exacerbate these issues, as families with lower educational backgrounds may struggle to provide the necessary support for effective behavior management in schools.

Statement of the Problem

In public secondary schools, parental factors significantly impact students' behavior, which subsequently influences their academic performance and overall well-being. Global research has highlighted the positive effects of parental involvement and various factors on students' behavior, motivation, and academic success (Damrongpanit, 2022; Ates, 2021; Gu, Hassan, & Sulaiman, 2024). Key parental factors, such as socioeconomic status, educational background, and role modeling, play a vital role in fostering positive student behaviors and creating conducive learning environments across Africa, including Kenya (Wolhuter & Vander Walt, 2020).

However, the reality in Njiru Sub-County, Nairobi County, deviates from this ideal. Studies have shown that low parental education levels, poverty, and ineffective parenting practices are prevalent issues that negatively affect student behavior. While numerous international, African, and Kenyan studies have explored the general advantages of parental involvement, they often overlook the

unique challenges faced in Njiru. This study aims to address this gap by examining the impact of selected parental factors on student behavior in public secondary schools in Njiru Sub-County, Nairobi County.

Research Question

To what extent does parental educational background influence students' behaviour in public secondary schools in Njiru sub-county?

Theoretical Framework

The study investigated the extent to which parental educational background influences students' behavior in public secondary schools in Njiru Sub-county, guided by the Theory of Planned Behavior (TPB) (Ajzen, 1985). TPB posits that behavior is a result of a decision-making process where individuals choose actions based on expected outcomes. This theory has been applied successfully in various domains to predict behaviors such as health-related activities and educational outcomes (Ajzen & Schmidt, 2020). In this context, parental educational background may shape behavioral intentions and actions that influence their children's behavior through attitudes, subjective norms, and perceived behavioral control. Attitudes reflect the parents' evaluation of behaviors they encourage or discourage, subjective norms relate to societal expectations, and perceived behavioral control indicates how easily parents can guide their children.

Applying TPB to this study offers a comprehensive framework to understand the impact of parents' educational backgrounds on their children's behavior in Njiru Sub-county. Parental beliefs and intentions are crucial as they influence students' academic and social conduct. For instance, parents with higher educational levels are more likely to hold positive attitudes towards education, adhere to societal norms that value academic success, and perceive themselves as capable of supporting their children's learning. In contrast, parents with lower educational backgrounds may face challenges in fulfilling these roles. Previous studies have highlighted the significant role of parental attitudes and involvement in shaping student behavior and academic performance (Wayne & LaMorte, 2022; Desforges & Abouchaar, 2019). By utilizing TPB, this study fills a research gap

by elucidating how parental factors specifically impact student behavior in the unique setting of Njiru Sub-county, offering targeted insights for improving educational outcomes.

Review of Related Empirical Literature

Boyce et al. (2020) examined the impact of parental education on high school students' exposure to environmental hazards in urban public schools, focusing on racial and ethnic disparities between non-Hispanic Black and non-Hispanic White students. Utilizing baseline data from the Education Longitudinal Study (ELS - 2002), the research included 1,706 tenth-grade students, with 47.2% being non-Hispanic Black and 52.8% non-Hispanic White. The findings indicated that while Black students were more likely to attend schools with higher levels of social environmental risk, those with parents who had higher educational attainment were more likely to be in schools with lower risk levels. However, the influence of parental education on academic outcomes was less significant for non-Hispanic Black adolescents compared to their White counterparts, suggesting that parental education has a smaller overall effect in mitigating social environmental risks for Black students. This study enhances our understanding of the relationship between parental education, school environmental risks, and racial/ethnic disparities.

The bulk of earlier research has confirmed the cross-generational benefits of mother education on offspring; however, there has been little research on the influence of father education on offspring's academic success. This study by Soojung (2021) aims to investigate the effect that paternal education plays on children's education according to the parents' educational attainment, gender, and student's gender in Malawi. The analysis, which is based on the World Bank's Integrated Household Panel Survey, uses the panel probit model. The estimated results show that children's behavior and literacy are positively correlated with the parents' educational attainment. Particularly, father education is linked to a higher probability of children's behavior and literacy than mother education; dads with university degrees had a greater influence on their kids' behavior and literacy. Daughters are more likely than sons to get paternal education transmission. Children are significantly impacted in the short and medium periods by parental education. These results suggest that evaluating children's educational attainment in Malawi may be done effectively using father education as a proxy.

In their 2018 research, Mbaki and Musau examined the relationship between parents' educational background and their engagement in student discipline in public day secondary schools in Kitui County, Kenya. Descriptive survey design was used. The sample was selected using stratified proportional sampling, simple random sampling, and purposeful sampling. It included 86 Form 3 teachers, 70 principals, and 70 PTA chairpersons in addition to 354 Form 3 pupils. Additionally, seventy public day secondary schools were included in the sample. The findings of the Pearson's correlation coefficient test showed a substantial positive correlation ($r=0.714$, $P < 0.05$), which led to the rejection of the hypothesis. Given that parents with lesser educational attainment were less engaged, it was determined that parental education level effects the administration of students' discipline. The school board of management may provide seminars to instruct parents on how to engage their children, and the Ministry of Education should establish a policy on parental home monitoring. The Teachers Service Commission may organise in-service training programs to provide educators with the resources they need to interact with parents. Principals may effectively inform parents about the school's policy on parental involvement in student discipline by holding annual public meetings. Key words: education level, impact, family participation, student discipline, management, and Kenyan schools.

Research Methodology

This study utilized a convergent parallel mixed-method design. This approach integrates both quantitative and qualitative data collected simultaneously and analyzed independently, offering a comprehensive understanding of the research topic (Malau-Aduli & Alele, 2023). The qualitative component of the study used a phenomenological approach to explore the deeper, more nuanced issues surrounding parental influence on students' behavior, focusing on the lived experiences of parents and educators. The study was carried out in Nairobi County's Njiru Sub-County. Geographically noteworthy is Njiru, Nairobi's second-largest sub-county. The sub-counties of Kasarani to the north and Embakasi to the south encircle it. The region covers all of Nairobi's eastern side, including portions of Kayole and Kamulu as well as Kariobangi South, Dandora, Ruai, Saika, and Njiru. At 4,821 persons per square kilometer, Njiru sub-county has the greatest population density after Embakasi and Kasarani, which have densities of 1,861 people per square

kilometer. One of the reasons Njiru was chosen for the study is its dense population (County Government of Nairobi, 2022). There is a high crime rate in the neighborhood, especially among young people, which makes investigating this matter. By concentrating on Njiru, the study sought to address and comprehend the fundamental causes of young people being involved in crime, offering insightful information and possible remedies for the neighborhood. The target population, according to Creswell (2023), is the group of complete units from whom inferences are to be made using study data. The study's target population consisted of 1650 form three students, 350 teachers, 15 principals and 1 sub county director of education from Njiru sub-county's 15 public secondary schools. Principals and director of education for Njiru sub-county possess a high proficiency in the administration of secondary education and its implications for teaching and learning process they were therefore knowledgeable to participate in the study.

In accordance with Kothari's (2019) recommendations, the researcher built a representative sample for data collection using probability and non-probability sampling approaches. Given the mixed-method design used, a variety of probability and non-probability sampling techniques were used. According to Stephanie (2022), a suitable maximum sample size is often suggested at 10% of the population, given that it does not exceed 1,000. For instance, only 10 of the 15 public secondary schools in Njiru sub-county were sampled using stratified sampling, which are included in the research. Further, 10 out of 15 principals using purposive sampling, 85 out of 350 teachers using simple random, and 165 out of 1,650 students were sampled using systematic sampling from these designated schools were chosen to participate in the study.

To guarantee a thorough data gathering approach, a combination of quantitative and qualitative research tools was employed in this study. Structured questionnaires were used to collect quantitative data, enabling standardized replies for statistical analysis. In the meanwhile, focus group discussion guides and in-depth interview guides were used to gather qualitative data, offering more in-depth understanding of the viewpoints and experiences of the participants. To supplement the data gathered and provide a more nuanced knowledge of the research issue, other methods such as document analysis and observation checklists were employed (Sugiyono in Sugiharto, 2018).

Content validity was ensured by involving experts who reviewed the instruments to confirm that all relevant parental determinants, such as parental involvement, socioeconomic status, and educational background, were comprehensively covered. Based on the experts' feedback, the instruments were refined and adjusted to improve their accuracy and relevance. The internal consistency was evaluated using Cronbach's Alpha. Higher levels of the Alpha value indicate more dependability. The Alpha value often runs from 0 to 1. A high coefficient indicates a strong correlation across the items, indicating a consistent approach to measuring the issue of interest throughout the items (Middleton, 2023). A value of 0.6 to 0.7 typically denotes reasonable dependability, whereas 0.8 or higher denotes excellent reliability. Cronbach's alpha, a reliability analysis performed in SPSS, was used to determine post-test questionnaire consistency. With a Cronbach's alpha of 0.7, the surveys can be considered credible and useful for answering the study issue.

Findings and Discussions

The primary inquiry of this study was to determine the degree to which students' behavior in public secondary schools within the Njiru sub-county is influenced by their parents' educational status. Instructors were asked to rate their level of agreement with eight specific propositions using a Likert scale, with options ranging from Strongly Disagree (1) to Neutral (3) to Agree (4) to Strongly Agree (5). This approach allowed for a rigorous investigation of the influence of certain parental factors on student behavior in these institutions. The investigation's findings are meticulously presented in Table 1, which provides an overview of the extent parental educational level influence students' behaviour.

Table 1

Parental Educational Influence Students' Behaviour (n=73)

No.	Statement	SA	A	U	D	SD
i	Students' behaviour is influenced by parents' higher education levels.	14 19.2%	34 46.6%	8 11.0%	12 16.4%	5 6.8%
ii	Parents' educational background is a major factor in shaping student behaviour.	36 49.0%	20 27.4%	4 5.5%	8 11.0%	5 6.8%
iii	The behaviour of students is unaffected by the educational attainment of their parents.	8 11.0%	17 23.3%	10 13.7%	25 34.2%	13 17.8%
iv	Higher parental education levels lead to fewer behavioural issues in students.	6 8.2%	30 41.1%	13 17.8%	23 31.5%	1 1.4%
v	Students whose parents have higher education are likely to follow school rules.	13 17.8%	16 21.9%	10 13.7%	21 28.8%	13 17.8%
vi	The influence of parental education on students' behavior is evident in performance.	18 24.7%	18 24.7%	14 19.2%	19 26.0%	4 5.5%
vii	Parents with lower education levels struggle to influence their students' behavior positively	29 39.7%	23 31.5%	8 11.0%	11 15.1%	2 2.7%
viii	The educational level of parents plays a crucial role in students' behavioural patterns.	17 23.3%	30 41.1%	7 9.6%	15 20.5%	4 5.5%

Source: *Field Data (2024)*

The degree to which different facets of parents' educational backgrounds affect their children's conduct is examined in Table 1. Five degrees of agreement are represented in the table: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). The data comes from responses to eight questions. The respondents' opinions on the influence of parental education on students' behavior are reflected in the percentages given for each response option.

With respect to the statement that parents with higher education levels have a beneficial influence on their children's conduct, a sizable majority of respondents agree. In particular, there is a considerable consensus that more parental education has a good influence on students' conduct, as seen by the (19.2%) strongly agreeing and (46.6%) agreeing responses. This broad consensus confirms the idea that parents with higher levels of education are better able to mentor and support their students, which may result in better behavioral outcomes. Although many see parental education as a critical component, the (16.4%) of respondents who disagreed implies that there are varying perspectives or experiences. This suggests that the influence of parental education may

vary depending on an individual's circumstances or other contributing variables. This variance emphasizes how complicated the link is between parental education and student conduct, implying that although more education is often thought to be advantageous, behavioral results are not solely determined by it.

The statement that parents' educational backgrounds play a substantial role in influencing their children's conduct is one that respondents strongly agreed with (49.0%) and agree with (27.4%). This wide agreement emphasizes the general perception that parental education has a significant influence on how their children behave. Parents with higher levels of education are generally seen to have superior parenting abilities, offer more useful counsel, and foster a more encouraging learning environment. All of these factors have a favorable cumulative influence on children's behavioral outcomes. The (11.0%) of respondents who disagreed, however, contend that there are other viewpoints or variables at work, demonstrating that although parental education is generally acknowledged to have an influence, it could not be the sole or even the most important element for all adolescents. This disparity emphasizes how crucial it is to consider a variety of factors when assessing how parental education affects student behavior.

There exists a notable divergence of opinion on the influence of parental educational achievement on the behavior of students. Indeed, (34.2%) of respondents disagree, and (17.8%) strongly disagree, indicating a sizable number of respondents think parental education has a substantial influence on students' conduct. This point of view is based on the belief that better behavioral outcomes in students are frequently associated with higher parental education because of better parenting techniques and increased parental participation in their education. On the other hand, there is doubt regarding the importance of this element as seen by the statements that parental educational attainment has little effect on behavior (23.3% agree and 11.0% strongly agree). This disagreement demonstrates the nature of the relationship between parental education and student conduct, since it implies that although some people see a strong correlation, others may not agree, maybe for other reasons or different life experiences.

There is a noticeable lack of consensus about the relationship between student behavior problems and parental education levels. There is a sizable portion of respondents (31.5%) who disagree with the idea that higher parental education is linked to fewer behavioral problems, despite the fact that (41.1%) of respondents agree and (8.2%) strongly agree that this is the case. This discrepancy shows that opinions on the complicated and non-unanimous link between parental education and student conduct vary. There might be a number of reasons for the disagreement, including variations in parenting styles, the existence of other variables that affect a child's conduct, or different perspectives on what behavior management is actually all about. This intricacy highlights the need for more investigation into the complicated relationships between student conduct and parental education.

There was disagreement among respondents on the claim that children with better educated parents are more likely to adhere to school rules. A sizable portion of respondents (21.9%) agreeing and (17.8%) strongly agreeing, think that parents' education has a beneficial effect on their students' compliance with school rules. This implies that parents with higher levels of education are thought to have a greater influence on teaching rules compliance and discipline. On the other hand, a sizable number of respondents disagree (28.8%) and strongly disagree (17.8%) imply a great degree of doubt regarding this relationship. This discrepancy shows that although some people believe there is a direct correlation between parental education and rule-following conduct, others doubt it. This might be because of differences in parenting styles, the unique characteristics of each student, or other influences on behavior. The varying responses highlight how difficult it is to determine how parental education influences students' adherence to school rules.

A more in-depth perspective is shown by the statement that parental education has a discernible influence on students' conduct, as seen by their academic success and behavior management. A significant portion of respondents (24.7%) strongly agreeing and another (24.7%) agreeing, believe that parental education has a positive relationship with both discipline and academic achievement. This suggests that a lot of participants think that better parental education influences these areas of student conduct in a good way. Further, (26.0%) of respondents, however, disagree with this statement, indicating that some do not see a direct link between student performance and

parental education. This variance emphasizes the relationship's complexity by showing that, despite the fact that many participants view parental education as a significant component, its effects may not be felt or acknowledged equally because of other influencing factors.

With (39.7%) strongly agreeing and (31.5%) agreeing, the majority of respondents endorse the assertion that parents with lower education levels often struggle to influence their children's behavior positively. There is general agreement, as seen by this consensus, that parents who have less education have a harder time teaching their children good conduct and discipline. According to respondents, parents with lower levels of education could find it more difficult to manage their students' conduct or to provide them the kind of supervision they need. This could be because they have less resources or parenting techniques at their disposal. The high degree of agreement is indicative of the belief that parents who have had more education are often better able to influence others positively. While there is overwhelming evidence to support the association between behavioral difficulties and lower parental education, only a small minority (2.7%) strongly disagrees, indicating that the contrary viewpoint is not very common. This demonstrates a widespread belief that educational attainment is crucial for good parenting and has an influence on student discipline, but it also emphasizes the need for more research into the variables that, independent of parental education levels, lead to successful behavior management.

With (41.1%) of respondents agreeing and (23.3%) strongly agreeing, the assertion that the educational level of parents plays a crucial role in students' behavioral patterns, enjoys widespread approval. This suggests that there is broad agreement that parental education has a major influence on students' conduct, indicating a general opinion that parents with higher levels of education are better able to favorably affect their children's behavioral development. The noteworthy percentage of agreement highlights the understanding that parental education plays a crucial role in forming behavioral patterns. The (20.5%) of respondents who disagree with this viewpoint, however, raises the potential that there is some disagreement or variation in experiences. While many participants consider parental education to be important, some may think that other aspects, such as characteristics other than educational attainment, are also very important. This conflicting response

emphasizes the necessity of taking into account a number of factors when assessing the connection between student conduct and parental education.

Responses to the Likert scale statements in Table 4, show that there is a common belief that parental education has a major influence on students' behavior. The degree of agreement varies, though, with some respondents expressing doubt and others firmly endorsing this viewpoint. This variation highlights how intricate the relationship is between student behaviour and parental education.

The SCDE stressed how important parental education is in influencing children's conduct. Higher educated parents are often more active in their children's educational pursuits, according to the SCDE during the interview. This engagement may take many different forms, such helping out with schoolwork, showing up to school functions, and talking to instructors about their child's development. Parents with education are also more likely to provide a supportive and resource-rich atmosphere at home, which can improve their children's academic achievement.

Additionally, the SCDE noted that:

Parents are more likely to continuously enforce positive behavioral norms. They are better able to set an example of right behavior and impart it to their children, fostering self-discipline and wholesome study habits. Parents with more educational backgrounds frequently have higher standards for their children's behavior and academic performance. Students may be motivated to adhere to school rules, maintain concentration on their academics, and pursue greatness by these expectations. As a result, well-educated parents have an impact on their children's conduct generally, which goes beyond academic assistance and creates an atmosphere where students are more likely to achieve both personally and intellectually (NSCDE Personal Communication July, 2024).

Higher educated parents continuously enforce positive behavioral norms, successfully modeling and teaching acceptable behavior, which aids in the development of discipline and excellent study habits in their children, according to the SCDE's findings. These parents also have higher standards for their children's behavior and academic performance, which encourages students to follow the rules, concentrate on their academics, and aim for greatness. As a result, well-educated parents have an influence that goes beyond academic assistance to include entire behavioral development and create an atmosphere that is favorable to both academic and personal achievement.

The principals who participated in the interviews all agreed that parental education has a big influence on how students behave. Principals (NSCP 3, 4, & 7) noted that, students from households with more educated parents are more well-behaved and disciplined. A more organized family setting with clearly defined routines and expectations is typically beneficial for these children. Better guidance on behavioral and academic matters may be provided in this organized atmosphere since educated parents are more likely to use good communication and problem-solving techniques with their children. The administrators also observed that these parents are better at helping their children academically, which can boost positive school-related behaviors and attitudes even more.

The administrators did concede, though, that there are other factors than parental education that affect students' conduct. One of the principals asserted that:

The influence of socioeconomic position is significant, since families with greater incomes may afford more chances and resources to promote the development of their children. Regardless of educational background, parental participation is crucial. Student conduct may be greatly impacted by parental involvement in their child's education, including attending school functions, keeping track of academic achievement, and creating a loving home atmosphere. The complexity of comprehending and resolving student behavior is highlighted by the identification of several contributing elements, underscoring the necessity of a more strategy that takes into account a child's surroundings and past (NSSP 5 Personal Communication July, 2024).

Although the atudents' opinions on how their parents' educational backgrounds affected their conduct differed, many of them admitted that it did during the focus group discussion. Some students pointed out that parents who have completed higher education are better equipped to help with schoolwork and stress the value of education and well-behaved students. They are able to maintain their academic discipline and attention thanks to this support. Furthermore, these parents frequently have greater expectations, which inspires children to do better academically and follow school policies.

However, other students made the point that regardless of the parents' educational status, significant parental participation and support are essential. Students focus group discussion

(NSFGD 3, 6, 7, and 10) underlined that by actively participating in their education, offering encouragement, and upholding a supportive home atmosphere, parents of even the least educated background may have a big impact on their kids' conduct. This engagement includes supporting constructive conduct, keeping an eye on academic achievement, and participating in school events. The pupils' differing answers demonstrate that although parental education is crucial, parental support and engagement levels can also have an influence on youngsters' conduct.

The Planned Behavior Theory emphasizes how children's attitudes, subjective standards, and perceptions of behavioral control are shaped by their parents' educational backgrounds. Greater educational achievement among parents increases the likelihood that they will respect education and instill these good views in their children. Additionally, by upholding social standards that place a high value on responsible behavior and intellectual achievement, these parents frequently provide a solid foundation for their children to follow. Additionally, parents assist their children develop a feeling of self-efficacy by giving them the impression that they can influence their behavioral and academic results. Disciplined and goal-oriented conduct is promoted in school environments by this mix of positive reinforcement and self-belief.

These results are consistent with those of Soojung (2021), whose research shows a favorable correlation between children's conduct and literacy and parents' educational achievement. In particular, fathers are more likely than mothers to have an impact on their children's conduct and literacy. Daughters were more likely than males to gain from parental education transfer, and fathers with university degrees had a higher influence on their children's conduct and literacy. According to the study, parental education has a big short- and medium-term influence on children.

Summary of Findings

The study discovered that students' conduct in Njiru Sub-County's public secondary schools is highly influenced by the educational status of their parents. Instructors and administrators have noticed that children who have more educated parents typically behave better and do better academically. More organized help and direction at home is frequently beneficial for these adolescents and helps to promote excellent behavioral outcomes. Students from households with lesser educational backgrounds, on the other hand, can have difficulties like less parental support

and fewer educational resources, which could have a negative effect on their conduct. According to the findings, parental education has a significant impact on how students behave and how they think, which emphasizes the necessity for schools to involve parents in programs that promote education.

Conclusion

The study's conclusion is that parents' educational backgrounds have a big influence on how their children behave in Njiru Sub-County public secondary schools. Because educated parents are more able to help and guide their children more effectively, higher parental education levels are linked to improved academic achievement and conduct from students. On the other hand, students hailing from households with lower educational achievement frequently encounter obstacles linked to a lack of formal support and resources, potentially leading to negative behavioral effects. In order to promote improved behavioral outcomes among students from a variety of educational backgrounds, it is critical to address educational gaps and include parents in educational support programs.

Recommendations

It is advised that schools create initiatives to boost parental involvement in educational activities in light of the findings, with a focus on families with lower educational attainment. To assist parents in understanding how their engagement and support may have a beneficial influence on their children's conduct and academic success, schools should provide workshops and resources. Additionally, the gap caused by lower educational attainment might be closed by putting in place mentorship and support programs for parents. Schools may also think about forming partnerships with community groups to offer families educational resources and support, making sure that all children receive the direction and assistance required for their academic and behavioral success, regardless of the educational background of their parents.

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