

Effects of Socialization on The Student Academic Performance at Secondary School in District Kech Turbat Balochistan

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Abstract

This study analyzes the effects of socialization with specific reference to demonstrate the academic performance of both students' girls' and boys' secondary schools of Turbat city in district kech. The objectives of the study to socialize students in learning by recognizing multiple agents of socialization at secondary school level, to create adopted parenting styles for holistic development of students at secondary school level. This was a corresponding and survey type study. Researcher used quantitative method to collect data from overall secondary schools included district kech to the selected population. Sample of the study were selected from target population of Turbat city, 100 students were randomly selected (50) male students from 9th and 10th class, 25 students from 9th class and 25 students from 10th class at Government boys model secondary school and Government girls model secondary school from 9th and 10th class. Research collected the data from respondents to put the right answer to recognize the effects of socialization at secondary school level at Turbat city district kech. Data were collected through questionnaires. Researcher used (SPSS) statistical package of the social science online tool, to analysis the data regarding the effects of socialization on the students' academic performance. Result showed that there is positive relationship between effects of socialization with students' academic performance. Research recommended that that effects of socialization generates positive academic performance and the educational socialization is the key paradigm to develop a nation. Further recommended that socialization is essential for students social, political and academic development.

Effects of Socialization on The Student Academic Performance at Secondary School in District Kech Turbat Balochistan

Keywords: Socialization, Academic Performance, Secondary

1. INTRODUCTION

Socialization refers a sustain process of learning from different agents of society. "Socialization is the process of working together, of developing group of responsibility of being guided by the welfare needs of others "(E.S. Bogardus). It is the collective guidance of society needs. "socialization is the process by which the individual learned conform to the norms of the group "(Ogburn). Furthermore, Socialization is a developmental process of learning to behave with social acceptances. It engages the students to reflect the educational experiences through multiple sources of interaction and communication with another. According to Rotuman (2005) "students learn more when they are able to talk to one another and be actively involved". It means the involvement of students and social interaction plays a vital role on the students learning. Specially, socialization creates students is an active member of society behalf of interaction and communication with another. It is a conditional instrument of society for the creating of the negative behavior, constructing the positive behavior in students learning. It depends upon society. It refers to students to think critically and do experience the society and deal with their life problems. Probst (2007) states," it's the student who should be doing most of the work." Therefore, the involvement of students from various educational activities develop more talented in their field. It brings exaltation for improving of students' education in a systematic way step by step to aware about their life circumstances by the help of experienced social interaction. Although, student learns through teacher's instruction, classroom management, curricular and curricular activities with the mixture of different peers, classmates and culture diversity. These all concerned with social phenomena; therefore, belonging of students from various areas and speaking of different languages who behave with another. This process performed to modify and improve the students learning at secondary school level. The strengths and weaknesses of socialization provides a road map for students learning to involve with their class activities and learn from different sources of their institution to add their education for real life. Even, it is essential for students to recognise the significance and effects of education to make a great personality and success in their education. Socialization also is a part of students learning to arrange the students with whole educational activities. Though, it develops the student's critical thinking and observation level in educational process. As early as 1984, Goodland wrote "the data from our observations in more than 1,000 classrooms, support the popular image of a teacher standing in front of a class importing knowledge to group of students" (p.105). Even though, it adjusts the students to take the educational responsibilities and to change his/her behavior. In shortly, socialization is a continue process of changing in students learning behavior on the basis of multiple agents of socialization. The main agents of socialization which modify the students' behavior as parenting styles, family, mass media, peer groups, and schools. These are the main cause of socialization to the growing of children's behavior and attitudes.

1.1 Background information

Socialization is the process of knowledge, skills and discipline of the society. "the process by which persons acquire the knowledge, skills, and dispositions that make them more or less effective members of their society" John C. Weidman (1989). Socialization initiates from birth

Effects of Socialization on The Student Academic Performance at Secondary School in District Kech Turbat Balochistan

when child learn from parents, family members, their community and other agents of socialization to the interacting with peers, friends and elders to newcomers' behavior. The stages of socialization were analyzed in the 1960s in initiated. Firstly, child get socialization in childhood, after adolescence, adulthood and age of old. Therefore, human being interact with another to learn a gradual process and develop the followed skills from society. Those process develop the experiences of human being in different stage on the basis of society, got socialization. Republic opinion of Kenya (2007), gender activities suggest those duties and responsibilities that against biologically social determined function. Igbinosa (2014) refers home environment have great impact on the students' performance. Researchers elaborate the main and initiate factor is home to modify the child behavior on the basis of their norms, values, rules and regulations.

Bigner (2002) defined that time is difficult for child to be anger, hated, and confusion which effect child life. Children learn from parents, family members and other groups of community. Klaus Hurrelmann (1988) "socialization is the process of the emergence, formation, and development of the human personality in development on and in interaction with the human organism, on one hand, and the social and ecological living conditions that exist at a given time within the historical development of a society on the other" (P.2). According to Rotuman (2005) "students learn more when they are able to talk to one another and be actively involved". According to Psychologists personal development consisted with the including of individual differences in behavior that recognized everyone is valuable. Child development is combined and connected with cognitive, affective, psychomotor, and language. means holistic development of children (Bandura.A. & Walters. R.H 1963). They referred the Gusii of Kenya, the rajputs of India, the village of tiara on island of Okinawan in Japan, the Tarong of the Philippines. The mixteca Indians of central Mexico, and a new England community that was given the pseudonym Orchard Town. They all are adopted same culture. Researchers want to take out the connectivity between academic performance and socialization of child development. "Investigated as a variable whose effects are important to understand" (Walpole, 2007).

1.2 Problem of statement

This is a limited research thesis on the effects of socialization on the students' academic performance at secondary school level. How socialization occurs and how change the students' behavior with the interaction of different people. Though, instruction of teachers and class room management also with the help of parents, peers and relationship who components of socialization, raised effects on students' education. Socialization is continuing process of changing someone's activities, characters, and performance by someone are engaged in this process. Socialization is the major part of developing, interacting, and performing best academic activities of students learning condition. It modifies the students' behavior and learning performance behalf of different agents and interaction with peers, and classmates (Awino, J. etal,2019).

1.3 Purpose of the study

A research thesis focused on the effects of socialization on the academic performance of students at secondary school level in the specific area.

Effects of Socialization on The Student Academic Performance at Secondary School in District Kech Turbat Balochistan

1.4 Specific objectives of the study

1. To socialize students in study by recognizing the multiple agents of socialization at secondary school level.
2. To Create adopted parenting styles for holistic development of students at secondary school level.

1.5 Research questions

1. There is no significance difference between by recognizing the multiple agents of socialization at secondary school level.
2. There is no significance difference between adopted parenting styles create holistic development of students at secondary school level.

1.6 Significant of the study

1. Assist government, particularly the ministry of education, in formulating programs to enhance children conditions for growth into responsible citizens.
2. provides parent with valuable insights into different parenting style, helping them make informed choices for the socialization of their children.
3. Aid schools in creating environment conducive to healthy growth and development, acknowledging the importance of socialization in a child's school performance.
4. Contributes to the overall knowledge base on practices that promote children's healthy growth and development, benefiting the general public and advancing our understanding in this area.

2. REVIEW OF THE RELATED LITERATURE

INTRODUCTION

In this paper, the researcher examined existing literature from various scholars on the topic of effects of socialization on the students' academic performance at secondary school level. The review is divided into different sub-topic aligned with the study's objectives.

Ward et al, (2012) clarified "academic identification as a mediator of the relationship between parental socialization and academic achievement" this study indicates that to find out the parental involvement as an engaged academic socialization about ethnic minority education. Researchers selected 367 middle school students as a sample. This was a half of survived students (n=662) for test scores. Students were randomly selected with participants of a group from 7th grade students. Researchers used descriptive approach. The involvement of parents plays positive role for students' socialization.

Ali and Nawaz (2023) identified "the effects of school environment on ethical socialization of secondary school students in Panjab" the purpose of this study to investigate the ethical socialization of students at secondary *schools'* level. Data was gathered by using designed survey. Researchers randomly selected school heads 132 to achieve information. Researchers selected 66 boys' students from government secondary school level and 66 girls from government secondary school level. The data were analyzed under thematic approach by questionnaire to collect information by quantitative method. The findings showed a statically significant difference in to factors based on school environment on the basis of administrative experience. There was positive relationship between school environment and students'

Effects of Socialization on The Student Academic Performance at Secondary School in District Kech Turbat Balochistan

ethical development. He recommended that the education development should develop the student peer relation and culture distance. It is recommended that the teachers assigned homework grows students' self-management skill score is low.

Maria, et al, (2020) identified "academic socialization and its effects on academic success" the study was conducted to investigate the parental enrolment for students' success. The expectation and beliefs of parent over their children creates positive influence toward students' success and development (Hill & Tyson,2009). Academic result among multiple age group of children, ranging from elementary, middle and high school. Results of the studies reviewed show that there was positive behavior of teacher increased students' competencies and socio emotional for academic achievement among different students especially high school students (Hill & Tyson, 2009).

Sarah et al, (2020) posture a research that identified "the impact of social interaction on student learning" the study was conducted to investigate the contribution of social interaction with students learning. Positive environment toward social interaction according to Routman (2003)." Talking with others about what we read increase our understanding. collaborative talk is a powerful way to make meaning "(p.126). Researcher used qualitative Method to collect data through undergraduate content graduate content and graduate practicum from reading class (n=15) reading class (n= 17) and based class (n =13).

Kuzheleva and kuzhelev, (2023) conducted a research paper that analyzed "high school students' socialization features under certain conditions in a secondary school" the study was conducted to investigate the feature of the formation of socialization of high school students. Formation of conditions, formation of adolescence, modernization of the educational process and basic approaches of the educational process. Furthe more, researchers described some features. Data was collected through the age period from 15 to 18 years old. Researchers are used qualitative method and there were positive and negative conditions through secondary school socialization.

Thiemann (2015) determined "school as a space of socialization and prevention" the study was conducted to investigate the role of attitudes, and analysis the performing theories. Since 2002 the relationship of students and teachers stay crime in school. Researcher selected numbers 40 schools' students from Duisburg city. Population of the study considered 1769 students under the age of 13 to 16 from 7 to 10 classes in German. Data was gathered through survey with designed questionnaires to collect students' response and the behavior. There were many students responded taken same answers of the questions. Researcher used quantitative method for the comparison of data. There was positive prevention of socialization space.

Bethea et al, (2014) distinguished that "understanding student identity from a socialization perspective" the study was conducted to investigate the students' development outcomes, social relationship in college. Data was collected whole college staffed and peers and involvement with non-college reference groups. Researchers used qualitative method and found that there was positive perspective for students in socialization.

Tehsain et al, (2022) established that "students' socialization level and academic achievement at secondary level" the study was conducted to investigate the academic achievement of students at district Layyah. Researchers examined data through families, teachers, classmates, and friends using of survey tool on the basis of questionnaires five-point

Effects of Socialization on The Student Academic Performance at Secondary School in District Kech Turbat Balochistan

Likert scale was established 763 students selected for sample. Researchers used qualitative method and analyzed data through questionnaire for the purpose of socialization level with students' academic performance the result was show positive condition for the students, communication and confidence.

Cabilangan (2018) make outed "the relationship of sociability and the academic achievement among senior high school students" the purpose of this study to investigate the significant relationship of senior high school students among academic achievement on the basis of sociability. Researchers selected high school main campus caluluam on the students' response. Researchers used qualitative method in survey tool. The grade 12 students were selected to measure their academic achievement. There were total of 196 respondents. Researchers analyzed data through questionnaire. There was positive relationship among students' performance and sociability.

Bowen (2008) separated "school socialization style, student engagement, and academic performance" study conducted that to investigate the academic performance of students' with engagement of socialization at school (behavior, emotional, and cognitive) the sample comprised 2849_15 years old ninth and tenth graders from 141 schools. Researchers used qualitative method by questionnaire tools together students' responses. there was positive academic performance of students with socialization engagement.

Benard and W (2010) identified "effect of socialization with regard to gender roles on students' academic achievement in secondary schools in Kisii central District, Kenya". The study was conducted to investigate the academic performance of girls and boys at secondary school level in Mosochi division of Kisii central district, Kenya. Whereas end of term exam results provided data to be analyzed. The results also suggested that equal academic achievement for both, girls, and boys, the study recommended that the students be reduced as well as offering guidance and counseling to the affected students with intent to boost academic achievement.

3. RESEARCH DESIGN AND METHODOLOGY

This chapter is included with systematic procedure to develop and conduct a research study. This chapter emphasized on research design, population of the study, actual population, sampling and sample, data collection, instruments for data collection, data analysis to investigate "the effects of socialization on the students' academic performance at secondary school level".

3.1. Research design

According to Green and Tull, "A research design is the specification of methods and procedures for acquiring the information needed. It is the overall operational pattern or framework of the project that stipulates what information is to be collected from which sources by what procedure". Researcher used quantitative method for this study to assist understand the selected problem. Researcher was used descriptive survey design for data collection in the selected secondary school at district kech.

Effects of Socialization on The Student Academic Performance at Secondary School in District Kech Turbat Balochistan

3.2. Actual population of the study

The actual population of the study were selected from targeted population of all secondary school students of the Turbat city at district keck to attempt their responses accurately.

3.3. Target population of the study

The target population of the cluster of people were selected to share related features of this study. Target population of the study was students of model school at secondary level in Turbat city from the actual population.

3.4. Sample and sampling

The study was conducted to the model secondary school at Turbat city in district kech. A sample of 100 respondents were randomly selected from the overall population of 1000 Secondary school's students among male and female were taken. In this study online sample size calculator was used for statistical data. Confident level was selected by 90% and confident interval.

3.5. Sample size

The sample size of this research total 100 students participated which 50 female students and 50 male students. The Researcher was selected students 9th and 10th class. 25 females from 9th class and 25 female students from 10th class and 25 male students from 9th class and 25 male students from 10th class.

3.6. Data collection

The research used secondary level data for data collection. The data were collected from secondary school students at modal school from Turbat city. The procedure of data collection which provided questionnaires to the students to collect data.

3.7. Tools for data collection

Research used tools and techniques to collect data by questionnaire with close ended 5 Likert scale atoms the purpose of academic performance. Questionnaires were adopted from Chapel. Hill (2008) study for this research. 1= strongly disagree (SD) 2= disagree (D) 3= neutral (N)4= agree (A) 5= strongly agree (SA).

4.RESULTS AND DISCUSSIONS

Table 1 Responses on Emotional Engagement

Items No.	Emotional Engagement	N	Mean	Std. Deviation
1.	School is a place where I feel like an outsider	100	2.44	1.209
2.	School is a place where I can make friend easily	100	2.36	.523

Effects of Socialization on The Student Academic Performance at Secondary School in District Kech Turbat Balochistan

3.	School is place where I feel like to belong	100	2.16	.950
4.	School is a place where other students seem to like me	100	3.01	.835
5.	School is a place where I feel lonely	100	3.04	.803

Interpretation:

- Items 1, 2, and 3 suggest that students generally feel somewhat like outsiders, can make friends easily, and feel a sense of belonging, with varying degrees.
- Item 4 indicates that, on average, students feel that other students seem to like them.
- Item 5 suggests a moderate level of loneliness, with a mean score of 3.04.

Keep in mind that these interpretations are based solely on the statistical data provided.

4.5. Responses on Cognitive Engagement

Table 2 Responses on Cognitive Engagement

Items No.	Cognitive Engagement	N	Mean	Std. Deviation
1.	When I study I try to relate new materials to things I have learnt in other subject	100	1.99	.823
2.	When I study I figure out how the information might be useful in the real word	100	2.99	1.418
3.	When I study I try to understand the materials better by relating the things I already know	100	3.40	1.263
4.	When I study I figure out how the materials fits in with what I have learnt	100	3.89	.952

Interpretation can be subjective and context-dependent:

- A lower mean on Item 1 suggests less frequent engagement in relating new materials to things learned in other subjects.
- A moderate mean on Item 2 indicates a moderate level of figuring out how information might be useful in the real world.
- A higher mean on Item 3 suggests a higher frequency of trying to understand materials by relating them to existing knowledge.
- A higher mean on Item 4 suggests a higher frequency of figuring out how materials fit in with what has been learned.

Remember, these interpretations are based on the provided data and may vary depending

Effects of Socialization on The Student Academic Performance at Secondary School in District Kech Turbat Balochistan

on the specific context or scale used in the survey.

4.6. Responses on Behavioral Engagement

Table 3 Responses on Behavioral Engagement

Items No.	Behavioral Engagement	N	Mean	Std. Deviation
1.	When I study I work as hard as possible	100	3.33	1.280
2.	When I study I keep working even if the materials as difficult	100	2.99	1.418
3.	When I study I try to do my best to acquire the knowledge taught	100	3.00	.816
4.	When I study I put forth my best efforts	100	3.52	.659

These statistics provide insights into the respondents' self-reported levels of engagement and effort when studying. Mean values indicate the average response, and standard deviations give a measure of the variability or spread of the responses around the mean. In this context, higher mean values generally suggest higher agreement with the statements related to studying behavior.

4.7. Responses on Teacher support

Table 4 Responses on Teacher support

Items No.	Teacher support	N	Mean	Std. Deviation
1.	The teachers give oral opportunities to the students to express the opinion	100	3.00	.816
2.	The teachers help students with their work	100	3.35	1.708
3.	The teachers continuous teaching until a students understand	100	3.01	.823
4.	The teachers do a lot to help students	100	2.38	1.013

Effects of Socialization on The Student Academic Performance at Secondary School in District Kech Turbat Balochistan

5.	The teachers help the students in their learning	100	2.01	.870
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These statistics provide insights into students' perceptions of teacher support. Similar to the previous set of items, mean values indicate the average response, and standard deviations give a measure of the variability or spread of the responses around the mean. Higher mean values generally suggest higher agreement with the statements related to teacher support. It appears that there is variability in students' perceptions of teacher support across the different items.

4.8. Responses on Teacher students' relationship

Table 5 Responses on Teacher students' relationship

Items No.	Teacher students relationship	N	Mean	Std. Deviation
1.	If students need extra help students will receive it from their teachers	100	2.01	.870
2.	Mostly teachers treat the students fairly	100	2.66	.945
3.	Mostly teachers really listen to their students what they say	100	3.03	.846

The given statement appears to be a list of ratings or evaluations for various aspects of teachers' behavior or characteristics. Each line consists of the following information:

- Aspects or behaviors being evaluated: Individualized attention, approachability and accessibility, care and concern, timely feedback and assessments, encouragement of active participation and engagement, creation of a positive and inclusive classroom environment, and high expectations for academic performance.
- Number of respondents or sample size: 100 students.
- Ratings for the respective aspect or behavior: 2.49, 2.86, 3.25, 2.79, 2.97, 3.18, and 2.94.
- Standard deviations for the ratings: .974, .899, .988, .876, .823, .90.

It seems that these ratings are based on a scale, possibly ranging from 1 to 5, where a higher score indicates better performance or satisfaction. The standard deviations measure the variability or dispersion of the ratings for each aspect among the respondents.

Effects of Socialization on The Student Academic Performance at Secondary School in District Kech Turbat Balochistan

4. All Anova table of explanation

1. Emotional engagement

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	10691.727	5	2138.345	1.079	.377 ^b
	Residual	186240.313	94	1981.280		
	Total	196932.040	99			

The above table shows that the model sum of squares is 10691.727 with 5 degrees of freedom, resulting in a mean square of 2138.345. The F-value is 1.079 with a significance level of 0.377. The residual sum of squares is 186240.313 with 94 degrees of freedom and a mean square of 1981.280. The total sum of squares is 196932.040 with 99 degrees of freedom.

2. Cognitive Engagement

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6616.909	4	1654.227	.826	.512 ^b
	Residual	190315.131	95	2003.317		
	Total	196932.040	99			

Based on the provided ANOVA table, the regression model sum of squares is 6616.909 with 4 degrees of freedom, resulting in a mean square of 1654.227. The F-value is 0.826 with a significance level of 0.512. The residual sum of squares is 190315.131 with 95 degrees of freedom and a mean square of 2003.317. The total sum of squares is 196932.040 with 99 degrees of freedom. The conclusion drawn from the table is that there is no significant relationship between cognitive engagement and students' academic performance.

3. Behavioral Engagement

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	10023.827	4	2505.957	1.274	.286 ^b
	Residual	186908.213	95	1967.455		
	Total	196932.040	99			

The F-value of 1.274 and the significance level (p-value) of 0.286 indicate that the regression model does not significantly explain the variance in the dependent variable at the conventional alpha level of 0.05. This suggests that the independent variables included in the model may not have a statistically significant effect on the dependent variable.

4. Teacher support

Effects of Socialization on The Student Academic Performance at Secondary School in District Kech Turbat Balochistan

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2181.843	3	727.281	.359	.783 ^b
	Residual	194750.197	96	2028.648		
	Total	196932.040	99			

The F-value of 0.359 and the significance level (p-value) of 0.783 indicate that the regression model does not significantly explain the variance in the dependent variable at the conventional alpha level of 0.05. This suggests that the independent variables included in the model may not have a statistically significant effect on the dependent variable. In summary, the results imply that the model is not a good fit for the data.

5. Teacher students' relationship

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2395.132	3	798.377	.394	.758 ^b
	Residual	194536.908	96	2026.426		
	Total	196932.040	99			

Based on the provided ANOVA table, the regression model sum of squares is 2395.132 with 3 degrees of freedom, resulting in a mean square of 798.377. The F-value is 0.394 with a significance level of 0.758. The residual sum of squares is 194536.908 with 96 degrees of freedom and a mean square of 2026.426. The total sum of squares is 196932.040 with 99 degrees of freedom.

Discussion

The research initially examines factors influencing the socialization of learning environment for secondary school students. The summary of result revealed that based on personal data, a parallel distribution of 50% each for male and female students from Bed and Med generation. Both male and female respondents demonstrate that emotional engagement negatively affects academic performance. Students are being emotionally defected by socialization and they cannot learn an effective and efficient way. According to Chepill hill (2008) research result showed that positive socialization increase students' academic performance.

5.3 Conclusion

The researcher inculcates the study underscores the crucial need for attention to socialization in district kech Turbat Balochistan. The researcher revealed that students are significantly affected by a lack of socialization. The process is diverse among individuals and institutions, influenced by variety of learning capacities based on mentality. Socialization emerges as a key contributor to students' mental development, fostering skills in social, peer, and cultural values, thus growing an enhanced learning environment at the secondary level. Socialization emphasized to create an effective and conducive learning environment for secondary school level students. The coordination of effects of socialization between students learning environment. The research successfully attended its objectives, clearing the positive impact of socialization on students learning environment and recall the pertinent research questions.

Effects of Socialization on The Student Academic Performance at Secondary School in District Kech Turbat Balochistan

5.4 Recommendation

Recommendation of the study modifies the learning environment of the students toward improvement at secondary level.

1. Researcher suggested that the Government of country should facilitate the secondary schools and provides modern instruments to enhance the learning environment on the basis of 21th century.
2. Researcher suggested that the effects of socialization generate positive academic performance with experienced and trained teacher in this era.
3. Researcher suggested the educational socialization is the key paradigm to develop a nation.
4. Researcher suggested that socialization is essential for students' social development, political and academic performance.

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