



**FACULTY OF EDUCATION
DEPARTMENT OF EDUCATION AND SPECIAL EDUCATION**

**STUDENTS' SUPPORT AND PERCEPTION OF THEIR
CONFIDENCE IN SCHOOLWORK DURING THE COVID-19
PANDEMIC IN KENYA USING THE RESPONSE TO
EDUCATIONAL DISRUPTION SURVEY (RED) 2021.**

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Supervisor:	Aimee Lee Haley
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Abstract

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Aim: This study aims to examine students' support and confidence in schoolwork during the COVID-19 pandemic in Kenya. In doing so the study contributes to a smaller research gap concerning student support

Theory: Bourdieus's theory of social reproduction (cultural and social capital) served as the theoretical foundation for the selection of variables in this study.

Method: This is a quantitative research study and used secondary data from Responds to Educational Disruption Survey (REDS)2021, A total of 910 student samples were used to analyse the data. Three aspects were examined:(1) Home-based support, (2) support from teachers, and (3) support from others in relation to the socioeconomic status of students.

Results: The result shows that 41.3 % of Kenyan students reported having “no one” available to help at least sometimes in their schoolwork and 58.7 % of students reported that they never had no one available to help. In other words, the majority of students had someone to help them at least sometimes with their schoolwork. Again, the result showed that students from high SES backgrounds received greater home-based support than students from medium and low socioeconomic backgrounds. The study found a significant difference between high, medium, and low in students' SES. The result further indicates that there is a strong association between students from high SES in terms of the support they received and confidence in their schoolwork.

Foreword

Reflecting on both my personal and professional experiences has helped me to examine the subject of student support in this thesis. My father passed away while I was young, therefore I was raised by a single mother in Ghana. I studied, taught, and held the position of headteacher in Ghana. During my time as a headteacher, I observed many of my students struggle to cope with schoolwork, some struggle to read even at grade 8 and the majority do not even eat breakfast before coming to school, let alone writing materials like books, bags, pens and pencils. I have seen many of my students drop out without any guarantee of re-enrolment and many could not continue due to extreme poverty. I occasionally have to use money from my pocket to assist them while also looking for scholarships for intelligent but less privileged children who want to pursue their high school and university studies. I came to understand that these students and I lack what Bourdieu referred to as "cultural capital," and that we both had similar upbringings. On my part, I have had the fortunate opportunity to benefit from some scholarship opportunities throughout my academic career, courtesy of the Government of Ghana and Swedish Institutes.

When I served as headteacher from 2017 to 2021, Todd and Kathrine, two American citizens who attended my school as part of the school exchange program from Milbrood High School, sponsored four of my brilliant students to continue to higher study. When students from less privileged backgrounds are given the necessary support in terms of their schoolwork, they may excel, as shown to me by Kathrine and Todd's charity. The four students all achieved top marks on their West Africa senior high school exams.

During my previous studies, I had the chance to look into the relationship between student support and academic success at the University of Cape Coast's College for distance learners. My interest in quantitative research studies for student support is further stimulated by the IMEA coursework PDA 186, design, measurement, and analysis. I considered numerous thesis topics as I was preparing to write one, but I was unable to tear my eyes away from this one since it speaks to my emotions as well as my head. After discussing my topic with Aimee, she provided me with secondary data that served as the foundation for this thesis. My decision to

choose her as my supervisor was also based on the assistance she provided. Additionally, I appreciate her encouragement, and unending patience during the research process, especially when I was having trouble with the Analysis chapter.

I am glad that I undertook this study which I consider a step in my research journey. One of my key findings is that there is a strong relationship between students' socioeconomic status and the support they receive. I hope that this research will help stakeholders and non-governmental organizations develop and support students from less privileged homes.

Aaron Kwadjo Agyei

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LIST OF ABBREVIATIONS

1. ANOVA	Analysis of variance
2. ESF	European Science Foundation
3. EFA	Education for All goal
4. GDP	Gross Domestic Product
5. KICD	Kenya Institute of Curriculum Development
6. MOE	Ministry of Education
7. OECD	Organisation for Economic Co-operation and Development
8. PISA	Programme for International Student Assessment
9. PHE	Parents' highest education
10. SES	Socio economic Status
11. REDS	Response to Educational Disruption Survey
12. TV	Television

1 Introduction

The COVID-19 pandemic has disrupted educational systems around the world for the past three years, notably hurting the most vulnerable students. Many nations moved to close their schools when the World Health Organization declared COVID-19 a pandemic in March 2020. The pandemic has worsened the already-existing educational problem and deepened disparities. A study conducted by (UNESCO et al., 2022) using a large-scale survey in eleven countries indicates that at least one-third of students were unable to pursue online learning due to equipment and network issues. At the height of the school closings in early April 2020, it was projected that more than 90% of students worldwide were impacted (UNESCO et al., 2022). Due to the closure, students lost most of their instructional time.

National school closings due to COVID-19 occurred throughout Africa, particularly in the Sahel region in North Africa, at a time when a considerable number of schools had already been shuttered for several months owing to extreme instability, strikes, or climate concerns (UNESCO et al., 2022). In Sub-Saharan Africa, where 47% of the world's 258 million out-of-school children live, COVID-19 has made the education situation worse (UNESCO et al., 2022). The most vulnerable students, for whom the conditions for maintaining continuity of learning at home are most restrictive, were disproportionately negatively impacted by this interruption of the school year in the weakest educational systems. Their presence at home can also make it more difficult for parents to make ends meet since they must find ways to care for them or make up for the meals they would have received at school. If these learners are not given the right support, there is rising concern that they may never return to school.

To this, there has been a government directive in many African countries to close schools and that neither pupils nor teachers attend classes. The school closedown has affected around 17 million students and more than 320,000 teachers in Kenya alone (Ministry of Education [MoE], 2020).

One African country deeply affected by COVID-19 was Kenya, which is the context in focus here. During the pandemic, the Ministry of Education was committed to providing quality, equitable and inclusive education, and training for all of Kenya's school-going children. The Constitution of Kenya, 2010 stipulates the right to education for all Kenyan children. Article 53 (1) states that every child has the right to free and compulsory basic education. In addition, education is seen as a catalyst for the social and economic development agenda for the country as envisioned in Kenya Vision 2030 blueprint. Notably, the Government of Kenya continues to invest heavily in the education sector, committing over 6 % of the GDP to the sector. This continued commitment is aimed at creating a broad base of capable,

literate, numerate and motivated citizens to drive social development and economic growth in the 21st century (Ministry of Education [MoE], 2020)

During the COVID-19 pandemic, the ministry works to prevent as many interruptions in the learning process as possible. The occurrence of this and other disasters, which are primarily comprised of fire outbreaks in schools, floods in some locations, drought in some parts, and pandemics such as the widespread new coronavirus disease (COVID-19), have often interfered with people's lives and schooling. Despite this, the ministry has put in place mechanisms to support the continuation of learning remotely to make sure no one is left behind.

To enable learning to continue and the educational system to recover and transition seamlessly during the COVID-19 pandemic, the Kenya Basic Education Reaction Plan was implemented to offer a roadmap in the overall readiness and response for emergencies including COVID-19. Additionally, it offers solutions to lessen the pandemic's negative effects on the delivery of high-quality education, focusing on the most vulnerable and underprivileged students in Kenya's primary and secondary education systems. The Government of the Republic of Kenya to halt the spread of the virus closed all educational institutions on March 16 2020 (Ministry of Education [MoE], 2020) To ensure that school children do not miss out on key learning opportunities that could affect their developmental milestones the Ministry of Education has placed high priority to continuous learning as an alternative path to minimize possible learning interruption.

To ensure that the response and recovery plan are well implemented for students to continue to learn while the educational institutions are closed, the Kenya Institute of Curriculum Development (KICD), a division of the Ministry of Education, has created online content that most of the school-age children access through a variety of technological channels, including broadcasting on radio and television. This plan aims to improve access to online and digital learning platforms while also stepping up measures to lessen the impact of the COVID-19 pandemic on the delivery of high-quality education to students in Kenya's basic educational institutions. The most vulnerable and underprivileged students in Kenya's pre-primary through secondary education systems are the focus of these efforts.

These students need home-based instruction, but parental involvement has been difficult due to low ICT literacy, limited device accessibility, and other competing demands at the household level (Darragh & Franke, 2022). Similarly, more than 300,000 teachers were working from home and needed assistance to support students who were learning remotely and maintain the flow of the educational process (Work Bank, 2022). Closing these schools and placing severe restrictions on movement and space in poor households may make cases of exposure to pornography, drug and alcohol misuse, increased rape, and gender-based violence including child molesting, worse. Children with special needs and impairments

suffer additional difficulties since they are more likely to experience abuse, neglect, and segregation, which can lead to loneliness. This puts children at risk for potential psycho-social problems, including depression(Uwizeyimana, 2022)

1.1 Statement of the Problem

The rapid emergence of the COVID-19 pandemic and the ensuing measures drastically disturbed people's lives. In such a situation, it is natural for people to seek out and offer support to one another.

The COVID-19 pandemic prevented many students from attending school for protracted periods across the globe. Learning activities have to be moved to a new location, usually, the students' homes when students need assistance with learning-related issues, such as access to study materials, use of digital devices, or scheduling their school day, other people become crucial sources of support. This was because their teachers could not provide them with direct contact or supervision in these situations.

However, it remains unclear who provided this support to students to mitigate teaching and learning during the COVID-19 pandemic at home in Kenya, given that, most teachers, and parents in Africa especially Kenya had little experience with online instructional learning due to a lack of ICT infrastructure and a lack of ICT skills among many students and teachers and that large gap also exists in technology access in many parts of Africa and its villages(Uwizeyimana, 2022). Of additional interest was the fact that parents were ill-prepared for remote learning and homeschooling as parents were often asked to facilitate the learning of their children at home but struggled to perform this task. This is particularly true for parents who have little education and resources, poor literacy skills, limited access to technology like TVs and radios, and who have to work to support their families (Darragh & Franke, 2022; Ministry of Education [MoE], 2020) A study conducted by Ireri, (2021) in Kenya shows that both teachers and parents were not well prepared to support virtual learning during the covid-19 pandemic in Kenya. The Ministry of Education report (2020) also shows that students in Kenya had Unequal access to learning portals. Students from disadvantaged backgrounds often struggle to continue learning because they lack access to technology (radio, TV, digital gadgets), which leads to unequal access to educational opportunities.

While we know a great deal about the effect of COVID-19 on education, what is remarkably absent from the literature on response to educational disruption is the extent of support given to different student groups during the COVID-19 pandemic in Kenya.

Against this background, the current study will examine students' support and confidence in schoolwork during the COVID-19 pandemic in Kenya using the Response to Educational Disruption Survey (RED) 2021 dataset.

1.2 Definition of key concept

The definition of the concepts in this thesis is to help the reader understand and go beyond the common language to communicate ideas. Wilkinson & Stratton, (1991) stated it well when they said that the everyday language, we use is rich in multiple meanings hence scientific language purportedly eliminates this variety of meanings from words. For this scientific reason, concepts are assigned "technical meaning" in this research as follows.

1. Student is defined as a child enrolled in the grade that represents eight years of schooling in Kenya
2. Support is defined in the study as any instructional materials, resources, or other help(guidance or advice) that schools, parents, or other third parties give to students when schools are closed(UNESCO, REDS, 2021).
3. The reference period of the COVID-19 disruption was defined as the first period in Kenya after the beginning of the pandemic, during which most schools were closed for most students, and teaching and learning took place mostly outside of school buildings(UNESCO, REDS, 2021). On March 13, 2020, the first COVID-19 citizen tested positive in Kenya. Shortly after that, during the week of March 16, the Kenyan government decided to prohibit all pupils from physically attending school. In Kenya, the reference period's duration is unclear because the questionnaire did not include any information (UNESCO et al., 2022). In general, the number of individuals testing positive varied from month to month over the reference period. All schools were impacted by the national government's decisions about school closure.

1.3 The objective of the study

1. To ascertain who provided home-based support with schoolwork to Kenyan students during the COVID-19 pandemic.
2. To examine how Kenyan students from different socioeconomic statuses compare the overall support they received from teachers and others with their schoolwork during the COVID-19 pandemic.

3. To examine how the effect of this support on students' confidence in schoolwork differs by socioeconomic status. Specific research questions

1. Who provided home-based support with schoolwork to Kenyan students during the COVID-19 pandemic? Was there a difference in the socioeconomic status?

2. How do Kenyan students from different socioeconomic statuses compare in the overall support they received from teachers and others with their schoolwork during the COVID-19 pandemic?

3. How does the effect of this support on students' confidence in schoolwork differ by socioeconomic status?

1.4 Relevance of the study

First, this study addresses how education/schools can be prepared for possible future disruptions and support student learning. Even though the WHO has now declassified COVID-19 from pandemic status, educators/schools can still learn from it to prepare for possible future disruptions.

Second, the findings of the research could be very helpful to the Kenyan government, the Ministry of Education, parents, teachers, and the research community involved in education. The results of this study would be useful to external entities, funding organizations, agencies, students, and other clientele that want to support students. Particular attention must be given to students from less privileged backgrounds. The study may fill a gap in the body of knowledge about student support in Africa in general and Kenya in particular.

1.5 Organisation of the Study

The study was composed of Eight chapters. Chapter one involves the introduction of the study, statement of the problem, the relevance of the study as well as research questions (Introduction). The second chapter focused on the conceptual background and third chapter's theoretical framework and the fourth chapter's literature review.

The methods that were used in the study were captured in the fifth chapter. The chapter describes the research design, population and sampling procedures and measurement of variables, the chapter also captures the validity and reliability of the instruments, research ethics and sustainability statement. Chapter Six presents the results, and Chapter Seven covers the discussion of results whereas the eighth

chapter focuses on the summary, conclusions, and recommendations from the findings. The chapter also makes a recommendation for further studies.

2 Conceptual backgrounds

To help readers comprehend the study and its findings, this chapter provides a review of the relevant literature on the conceptual background of Kenya's educational system. The following are included in the review: the organisation of the educational system in Kenya, Kenya's educational context, the effect of COVID-19 on the educational system and Gender differences in Kenya.

2.1 The Organisation of the education system In Kenya

In Kenya, primary education (standards 1–8) lasts for eight years. Typically, students begin school at age 6 and finish their primary education at age 14. Primary school graduates entering lower secondary in Grade 7 must have completed Grade 6. Lower secondary (Grades 7, 8, and 9) and senior school (Grades 10, 11, and 12) are the two divisions of secondary education. In Kenya, primary schooling is both free and compulsory. Secondary education is free as well, although not compulsory.

2.2 Kenya Educational Context

The Kenyan government has recognized the value of education as a fundamental human right and a means of attaining social and economic development ever since the country gained its independence in 1963. Over 10.4 million students were enrolled 2020 in primary schools, both public and private (Ministry of Education [MoE], 2020). The implementation of Free Primary Education by the Government in 2002 up to eight years of schooling and other educational interventions are largely responsible for the primary school enrolment's rapid growth. The number of students enrolled in schools shows that Kenya is on track to meet the Education for All goal (EFA). To enable learning to continue and the educational system to recover and transition seamlessly during the COVID-19 pandemic, the Kenya Basic Education Reaction Plan was implemented to offer a roadmap in the overall readiness and response for emergencies including COVID-19. Additionally, it offers solutions to lessen the pandemic's negative effects on the delivery of high-quality education, focusing on the most vulnerable and underprivileged students in Kenya's primary and secondary education systems. The ministry has put in place mechanisms to support the continuation of learning remotely to make sure no one is left behind.

Initiatives for universal primary education are conducted with the goals of increasing access to education as a means of enhancing countries' cognitive skills (i.e., human capital), protecting people's rights and equating life chances for all people regardless of family origin. Due in large part to coordinated efforts, today's access to elementary education in Kenya is almost universal, a step toward achieving universal

basic education. Primary net enrollment in the nation was 93.9% ([Unicef, Kenya, 2022](#)). Access to education alone, however, is insufficient to eliminate inequalities in long-term prospects and to equalize the creation of cognitive capabilities across socioeconomic levels.

According to [Nishimura & Yamano \(2013\)](#) and [Oketch et al. \(2010\)](#), the realities of rapidly expanding access to free primary education in Kenya have had negative effects in many localities. Therefore, whether the system offers high-quality education to everyone is the crucial question regarding free primary education (FPE) in Kenya.

2.3 Effects of COVID-19 on the educational system in Kenya

According to the [Ministry of Education \[MoE\], \(2020\)](#) Kenya's economic growth has been significantly impacted by COVID-19 shocks since the pandemic's start, with both direct and indirect effects, particularly on the poor, vulnerable, and marginalized households who depend on unauthorized jobs and companies. Their capacity to pay for expenses associated with education, such as lunches, learning materials, and school supplies, has been seriously hampered. As a result, learners from poor, vulnerable, and marginalized households may not have access to mediums of learning because the government adopting remote teaching to support distance learning and online education delivered through radio, television, and the internet, further widening the inequality gap in equity, access, and quality of education. Even worse, it might keep people in poverty.

This, students in Kenya from low-income households, urban slums, and other areas of poverty frequently rely on schools for food and sanitary towels given by the government and partners. Children who depend on schools for these fundamental needs are now going hungry, which has negative nutritional effects.

2.4 Gender difference in Kenya

Gender equality in education has been proven to have a significant positive impact on several other Sustainable Development Goals, including economic growth, health, nutrition, agricultural productivity, and reduced inequality.

A study conducted by the United Nations Population Fund (2020) in Kenya assessing the impact of COVID-19 on gender demonstrated that more girls than boys (34% in rural areas and 28% in urban areas) did not continue learning from home, even though 76% of mothers and 24% of males (relatives) assisted their children to learn from home. This is most likely a result of the fact that girls (18%) spent

more time than boys (11%) on housework. Some of the main obstacles preventing girls and boys from learning at home are a lack of a supportive environment and qualified teachers. The report further found that although parents and other household members helped children learn from home, slightly more girls (32%) than boys (30%) did not continue learning from home, particularly because it was more pronounced in rural areas. COVID-19 has exposed gender inequalities and regional disparities in access to learning infrastructure in Kenya.

According to Kenya's Ministry of Education (MoE), 18 million students nationwide have been impacted by the COVID-19 pandemic, which includes closing all schools. In addition, girls were more vulnerable to school closures. The report shows that girls have a high risk of child marriages and early pregnancies. This was further echoed by the UN, (2020) that the scenario is likely to lead to a rise in school dropouts, particularly for girls in Kenya.

According to a large-scale qualitative study done by Shujaaz Inc. and Unicef in April–August 2020, in Kenya, only 6% of girls reported being able to receive some type of schooling. Most of those girls (47%) came from rural households with middle- or high incomes and had access to some type of schooling. This suggests that either school closure policies were less strict in rural areas or higher-income households had access to online or remote education. According to the research, 75% of females claimed they were completely unable to complete any coursework while the schools were closed (SHUJAAZ INC & Unicef, 2021).

3 Theoretical Framework

Bourdieu's (1986) social reproduction theory is adopted as the theoretical basis for understanding the socioeconomic status of students in the Kenyan context, variations in the support they received during COVID-19, and their perceived confidence in schoolwork. The theory of social reproduction explains how social reproduction is realized through cultural reproduction in the school system.

According to the theory, education is a component of a superstructure that is set up to serve the needs of the privileged, helping to perpetuate and justify social disparities. This hypothesis places a strong emphasis on the forms of capital that parents pass down to their socially distinct children, as well as the educational progress of children with privileged socioeconomic status (Sianou-Kyrgiou, 2010).

Bourdieu (1986) pointed out that the capital dimensions have their links to the historical idea of SES, such as the social connections and material possessions, and stressed the significance of the economic capital and social relations when conceptualizing these domains in terms of various forms of capital.

3.1 Forms of Capital

Bourdieu (1986) defines capital as accumulated labour (in its materialized or incorporated, embodied form) that, when appropriated on a private, i.e., exclusive basis by agents or groups of agents, enables them to appropriate social energy in the form of reified or living labour. For example, parents' employment and job status both point to social status and relevant (economic) capital that may foster better capabilities for student learning at home. Bourdieu (1986) emphasizes that every type of capital can, at least in part, be converted into another, and all types of capital can be transferred between people, either directly or by conversion, as happens most frequently between the people who make up the succeeding generations of families and sustain social reproduction (Lamont & Lareau, 1988). Due to the unequal distribution of the three types of capital, cultural, social, and economic- society can be divided by social background. More specifically, Bourdieu suggested that these three types of capital can be present and function in various circumstances such as educational institutions. However, all three of capital's components work together as a single force to support social reproduction and maintain socially diverse educational outcomes (Bourdieu, 1987). Bourdieu (1986) explains how capital comes in different forms: cultural, social, and economic and can give some students greater advantages in society than others. The three types of capital are described in more detail below.

3.2 Cultural Capital

Bourdieu and Passeron (1990) first proposed the idea of cultural capital in their 1964 book "Les héritiers." They contend that students' socioeconomic status is only one factor contributing to some educational disparities. Additionally, parents' highest completed education represents the form of cultural capital that is institutionalized in the form of educational qualification. The family's cumulative capacity to cultivate the most prized social information, sensibilities, and modes of action and expression, namely a corpus de savoir, or a body of knowledge, can be regarded as the cultural capital (Bourdieu, 1987).

Cultural capital may also refer to educational materials such as books, pictures, dictionaries, and computers. These educational materials put some students in an advantageous position in society over others and increase their chances of learning. The spoken language in the home (a proxy of cultural capital) is related to specific ways of the distribution of the form of capital (economics, social and cultural capital) which defines the location of the individual within the society (Bourdieu, 1986). Students' spoken language in particular practices among the dominant society is transmitted to the child essentially and has strong connections to what is taught in schools and the social structures (or classes) of society (Bourdieu, 1986). Bourdieu is particularly interested in the processes by which dominant classes effectively appropriate and monopolize these resources and use them to their exclusive benefit, particularly in maintaining their position of dominance over subordinate classes (Goldthorpe, 2007). Cultural capital is thus wealth that is embodied in human traits and skills that grant privileged access to it in the objectified form of cultural artefacts. This institutionalization of cultural, including academic, evaluation standards leads to academic qualifications that ultimately also yield returns to children whose parents acquire this cultural capital.

3.3 Social Capital

Social capital refers to a network or institutionalized relationship of mutual friendship that offers its members access to pooled financial resources and a credential that allows them to access opportunities in the form of networking. The relationship is sustained by material or symbolic exchanges which help to create and maintain long-lasting, fruitful relationships that can secure material or symbolic gains (Bourdieu, 1986). Students from similar socioeconomic status can benefit from educational resources like educational software, and books through a mutual acquaintance. Social capital resources can help children from privileged socioeconomic status to do well in school.

3.4 Economic Capital

Economic capital refers to the aggregate of cultural and social capital which are convertible to financial resources. Economic capital is wealth in the form of tangible assets, or accumulated labour, which can be acquired by children from privileged socioeconomic status. This child can leverage the economic capital of their parents to acquire these home resources to learn on their own during the COVID-19 pandemic. This is institutionalized in the form of property rights, so economic capital in this study refers to a bundle of goods in the form of home possessions which provides learning resources for children from privileged socioeconomic status. It also entails access to services as such home tutoring and cleaning. As the parents of children from privileged socioeconomic status can pay others, such as cleaners and home teachers, their children do not spend as much time on those things, giving them more time to focus on their schoolwork. This tangible resource can be utilized to provide support for students learning.

Although the accumulation of economic capital does not always ensure a person's position in the higher social strata, it does help in social reproduction because parents' involvement in their children's education in an attempt to do the best for them will always utilize their economic and cultural resources to ensure the continued reproduction to their children's educational advantage. even though it doesn't guarantee it, the purchase of items can strengthen cultural capital (Werfhorst, 2010). The products people choose and how they use their financial resources relate to their social position, which can be categorized into differentiated social backgrounds.

According to Bourdieu (1986), the primary function of the educational system is to legitimize social reproduction. Although education indirectly influences social reproduction, education nonetheless serves as a mechanism for selection, evaluation, and discrimination. This is accomplished by disregarding the culture of people from other social backgrounds and imposing the cultural capital of the upper class as the only legitimate and appropriate one in the school system.

3.5 Theoretical Justification

The theory of social reproduction is adopted as the theoretical basis for understanding the socioeconomic status of students in the Kenyan context during COVID-19 and inequalities in access to academic support during the pandemic. Further, this theory makes it possible to understand differences in students' perceptions of their confidence in schoolwork during the pandemic and how perceptions might vary across social status. Children with high cultural capital (i.e., with highly educated parents) may be given greater academic support because their parents understand the importance of providing such support, and they may have the social capital (i.e., networks) to seek out said support, and the economic capital

to support their children. This could come in several forms, like material items, tutors, and access to better schools/teachers. The various forms of capital are utilized to illustrate how Bourdieu's theory contributes to social reproduction. Bourdieu's theoretical approach informed the researchers' comprehensive view of the ways that parents, teachers, and others can negotiate and assist students throughout the pandemic and how capital may influence student learning approaches throughout the COVID-19 pandemic in Kenya.

Bourdieu's theory of capital has been crucial in social sciences research, specifically for examining the role of capital, assets, and resources in the study of inequality in the school system and social stratification (van de Werfhorst, 2010). Yang (2003) also used it in her study of socioeconomic status and its effect on the individual and collective levels of students.

In relation to this context of the study, Vurayai, (2022) used Bourdieu's theory to examine the narrative of the gap of the digital divide in the universities in Sub-Saharan Africa exposing the opportunity and inequalities in education

As can be inferred from the above, Bourdieu's theory provides a lens through which to understand how disparities in academic support during the pandemic can contribute to differences in students' perceived learning, which may ultimately reproduce their social position in the long term.

3.6 Criticism of the Capital Theory

Breen & Goldthorpe (1997) argue that Bourdieu's theory (1986) is not in line with the trends in educational disparity and that more children from the working class will adapt to the educational culture as education develops. Again, the educational system may have evolved because of educational expansion, with a decrease in exclusion and an increase in the inclusion of working-class families' school preferences. What this alternative perspective means is that while Bourdieu suggests that education contributes to reproducing inequalities, others like Breen & Goldthorpe (1997) suggest that education reduces inequalities. In other words, these two perspectives take place in parallel as the third perspective.

According to Sullivan, (2001, p. 7) Bourdieu's concept of cultural capital has not been well defined and the operationalisation of it is quite insufficient as it has been operationalized by different researchers in different forms. For instance, this proxy is used by Halsey, Heath, and Ridge (HALSEY. et al., 1980)), and White, (1982). Despite this criticism, Bourdieu's theory of cultural and social capital offers a crucial context for comprehending various student learning and is thus appropriate for understanding students' support. The critique is reasonable in today's 21st century where education has been declared by the

United Nations as a basic right and consequently contributing to bridging inequalities in society as opposed to the contrary view of Bourdieu's

4 Literature Review

In this section, current research on student support during COVID-19 and confidence in schoolwork in Kenya and other countries is critically reviewed. More particularly, a discussion on confidence in schoolwork is presented after the definition of confidence is first given. Afterwards, the association between confidence, socioeconomic status and schoolwork follows. Consequently, a review of Home-based support during the school closure, the relationship between support from teachers and SES, and the relationship between home-based support and socioeconomic background are then discussed. The selection of literature was based on the overarching theme of the dissertation and the sub-sections are organized around the main relationships of interest to this study (e.g., Home-based support, teacher support, other support and student SES). Another equally important study like, factors affecting students' learning during the COVID-19 pandemic, private and public schools which have been shown to relate to students' educational outcomes is also reviewed. The chapter is rounded up by pointing out the research gap. Please note that a transparent literature review (how relevant literature was identified) is attached as an appendix on page 80.

4.1 Defining confidence

The Italian term *fiducia*, which is connected to the word *fido*, and the Greek word *peitho* are the origins of the word confidence (Rotenstreich, 1972, p. 348). *Peitho* and *Fido* are symbols of loyalty and persuasion, respectively (Rotenstreich, 1972). Self-confidence is an individual quality that is concerned with the idea that a judgment is valid or correct. According to Reyes, (1984, p. 559), one's opinion of self concerning academic achievement in school is a measure of confidence.

4.2 Confidence in schoolwork

In recent years, there has been a growing understanding of the significance of students' confidence in their ability to study (Foster, 2022). Gisemba Bagaka, (2010) researched the role of teacher characteristics and practice on upper secondary school students' mathematics self-efficiency in the Nyanza province of Kenya and found out teachers' ability and competence in teaching in narrowing the gap in students' self-confidence and competence in mathematics. Similarly, Wanjala, (2016) study shows that there is a limited use of ICT in mathematics instruction which is attributed to low self-

confidence and incompetence in the use of ICT. Student confidence, especially in mathematics is linked to higher attainment. Mullis, et al., (2020.) and Ma & Kishor, (1997) discovered evidence for a causal relationship between attitude toward mathematics and mathematics attainment in an early meta-analysis of 113 main studies. Since then, mounting evidence suggesting a reciprocal, bidirectional relationship between confidence and achievement has accumulated (Angrist, & Bergman, P., Brewster, C., & Matsheng, M., 2020) According to Foster, (2022); Morsanyi et al., (2019) students' achievement in their schoolwork especially mathematics is influenced by how confident they feel in their mathematical learning.

Aside from the relationship with attainment, research has also discovered associations between students' mathematics confidence and a variety of demographic variables such as gender, age, and socioeconomic disadvantage. Girls, older students, and students classified as socioeconomically disadvantaged have lower levels of confidence(Ganley & Lubienski, 2016; Mullis, et al.,2020; OECD, 2012)

Understanding these correlations could provide schools and parents with valuable insights into how to improve student's confidence in their learning.

4.3 Association between Confidence and Socioeconomic Status and Schoolwork

Previous research has found links between confidence and some critical socioeconomic variables. In particular, Stanslaus, (2016) examine how parents' socioeconomic status affects their children's academic achievement in Tana River, Kenya's public secondary schools. The study found that parental involvement in education and parental income has a significant impact on students' academic performance. Other factors that had an impact on students' academic performance included parents' occupation and parents' level of education. Consequently, Sang, (2015) studied the relationship between socioeconomic status and students ' self-esteem in public secondary schools in the Kericho region of Kenya and found that there was no statistically significant relationship between pupils' self-esteem and their family's socioeconomic status. Similarly, Kisache,(2019) investigated the effect of parental socioeconomic status on pupils' academic performance in primary school in Kiminini, Kenya. The research revealed that 76.2% of head teachers believed parents with high incomes were constantly concerned about their children's schoolwork. The findings were in agreement with student scores (56.3%) and teacher results (85.7%). The study's findings once more showed that 71.4% of head teachers believed that students from lower-income homes had less ambition than students from higher-income families. These opinions were comparable to those of the class teachers, who had 80.9%, and the students, who had 59.4%. The study also showed that the majority of head teachers (80.9%), class teachers (85.7%), and students (61.6%) claimed that parents from low socioeconomic backgrounds

found it difficult to provide for their children's educational needs. The 2019 Trends in Maths and Science Study (TIMSS) also discovered a strong positive relationship between students' confidence in their mathematical competence and their average performance for students in both years 5 and 9 (ages 9-10 and 13-14, respectively)(Mullis, et al., 2020).

According to Ma & Kishor, (1997), quantitative studies have revealed, that the most plausible model is a reciprocal, bidirectional relationship between confidence and attainment (Ganley & Lubienski, 2016; Ma & Kishor, 1997; Pinxten & Lievens, 2014). PISA 2012 study (OECD, 2012) found that more socioeconomically disadvantaged students (35%) than advantaged students (24%) reported feeling helpless when doing mathematics problems, and the 2018 PISA study also found that socioeconomically disadvantaged students reported lower general self-confidence than their more advantaged peers in almost every country (OECD, 2019)

Again, students' confidence in schoolwork especially mathematics is known to decline as they grow older and progress through school (Galton, & Gray, J., & Rudduck, J., 2003) Consequently, a study conducted by Foster, (2022) on the topic school student confidence when answering a question online shows a positive relationship between student confidence and mean facility, with boys having higher confidence than girls and students classified as socioeconomically disadvantaged having lower confidence. Similarly, Jerald & Shiela, (2020) In their study on Students' Levels of Self-confidence and Performance discovered an association between students' levels of self-confidence and performance tasks. It means that students with a high level of self-confidence can easily complete their schoolwork, and most of them are not afraid to participate in any activity. Students who lack self-confidence struggle to complete their schoolwork. Moreover, Jerald & Shiela, (2020) found a relationship between students' confidence level and performance tasks while Christensen & Knezek, (2020) study demonstrates that there was a significant correlation between students' overall confidence in mathematics and their enjoyment of the subject. It appears that both factors are influenced by the same activities: activities that improve students' confidence in their schoolwork also seem to increase students' enjoyment of the subject.

Research has repeatedly found that confidence is a predictor of schoolwork particularly maths performance ((Grootenboer & Hemmings, 2007). It is interesting to also know that, even though girls consistently score higher in mathematics than boys do (Pomerantz et al., 2002), research has found that girls lack the same level of confidence in math as boys do (Ganley & Lubienski, 2016; Mullis, et al., 2020). According to the 2019 TIMSS, in England, more 13–14-year-old boys than girls reported feeling "very confident" (18% compared to 10%), while more females reported feeling "not confident" (44% compared to 30%) (Mullis, et al., 2020)

4.4 Home-based support during the school closure.

It is noteworthy that the COVID-19 pandemic has highlighted the importance of family support even more because parents have been compelled to participate in the teaching and learning process directly (Winthrop, & Ershadi, M.; Angrist, N.; Bortsie, E.; Matsheng, M., 2020). Tweni et al., (2022) studies compared social learning outcomes of homeschooled and traditionally schooled children in Kenya and the result showed that there was no significant difference between the homeschooled and traditional schooled children as perceived by the children, parents and teachers. Learning results for children may be significantly impacted by parents' lack of education and capacity to assist with homework, particularly during school closures (Brossardi et al., 2020). Similarly, Ardiansyah et al., (2023) conducted a study on the effect of parental support on the learning motivation of grade 10 elementary schools in Kenya and found out that parental support given to children is very important because it motivates them to achieve and build self-confidence and foster enthusiasm when children face problem. Also, Heller & Fantuzzo, (2019) examined reciprocal peer tutoring and parent partnership. the findings indicate that parental involvement and reciprocal tutoring displayed a high level of accurate mathematics computation on the curriculum and also received high ratings of positive academic and social behaviour. Overall research suggests that since children absorb their parents' positive views regarding school and learning, children of interested parents are more driven to learn for learning's sake (OECD, 2012). The largest positive effects on learning come from supporting and supervising children's primary learning objectives, which are to study and learn, model positive school-related behaviours and attitudes, and emphasise the value of education (Castro et al., 2015).

The primary educators of children are their parents (or other caregivers). They provide support for their children's learning and later performance in school. This support could be direct or indirect. Indirect support includes providing nutrition, health and cleanliness while direct support includes assisting their children in learning before and throughout the school in a form of communication between the school and the home, help with homework at home, involvement in school activities, and participation in decision-making (Desforges & Abouchaar, 2003).

As argued by Koskei et al., (2020) the significant barrier to boys' retention in Kenyan public schools was a lack of parental support, including parental involvement in their sons' education. Instead, parents use their boys as child labour and develop a bad attitude toward their children which is a result of parental illiteracy, and inadequate learning resources.

Mburu, (2017) discovered that among pastoralists, the child's age and mother's literacy had a positive effect on the child's participation in school. However, girls were more likely to attend school than boys,

likely because doing so frees boys up to engage in activities like herding, which are more economically valuable to the families than the non-monetary household chores done by girls.

Home learning programs can help parents, especially in areas without electricity or IT connectivity (Brossardi et al., 2020). Angrist et al., (2020) discovered that communicating with parents via phone calls and SMS boosted their support for their children's education and helped them better grasp where their child stands academically. Any tactics created must consider how hectic parents' schedules are and the variety of family situations, with assistance going to those who need it the most (Winthrop, et al., 2020)

Numerous studies demonstrate that home-based support is a powerful predictor of children's achievement, even when other variables that affect achievement are eliminated, such as the quality of primary schools (Desforges & Abouchaar, 2003) In Uganda, Mahuro & Hungi, (2016) discovered that parental involvement in the form of time and money invested in the education of their children is crucial for inspiring children to raise their academic performance. Moreover, according to Simpkins, & Dearing, (2012), parents may assist and encourage their children through praise and prizes by giving them the self-confidence and sense of initiative they need to learn and persevere in school.

Similarly, a finding from OECD, (2012) Programme for International Student Assessment (PISA) confirmed that the performance of children throughout their learning pathways depends critically on parental support in home-schooling. Parents who are actively involved in their children's education help them develop the language and other abilities necessary for learning by demonstrating how to plan, supervise, and be aware of the learning process. Additionally, if teachers are aware that students' parents are more engaged, they might pay closer attention to them (OECD, 2012).

Regardless of the parent's level of educational achievement, research demonstrates how parental support in schools helps children's reading (Akanksha et al., 2010). It may be possible to lessen performance disparities between socioeconomic groups by encouraging greater parental support (Borgonovi & Montt, 2012). Evidence suggests that with assistance, underprivileged parents can become more involved in the education of their children, which could improve outcomes (Axford, et al., 2019)

4.5 Teacher Support and Student Socioeconomic Status

The COVID-19 epidemic had a significant impact on the educational system, disparities in students' learning, with regard to their socioeconomic status and rising inequality. Since low socioeconomic status (SES) students are particularly affected by these issues, supporting interactions with teachers is important (Bukšnytė-Marmienė et al., 2023).

A few studies have found a relationship between teacher support and students' socioeconomic status. For instance, Bakchich et al., (2023) identified a statistically significant difference between high and low SES students in terms of their perception of the support they received from teachers and how that affected their self-confidence. They concluded that it is important for teachers to deepen the support to increase the self-confidence of low SES students.

Moreover, Atlay et al.,(2019) concentrated on differences in perceptions of teacher support as a function of students' SES. Sortkær, (2019) discovered that high-SES students perceived facilitative feedback (i.e., a form of conversation between a teacher and a student as equals, without directives) more easily than low-SES students in a study using PISA 2012 data from five Nordic countries (e.g., Norway, Finland, Sweden, Denmark, and Iceland). For the benefit of high-SES students, this offers some empirical evidence of the influence of SES on students' perceptions of teacher support. In contrast, Atlay et al., (2019) found that low-SES students had a broader perception of teacher support than high-SES students. They argue that, though they perceived less, low-SES students may collectively have more positive perceptions of their relationships with teachers.

Bakchich et al., (2023) emphasise that parents from high SES background adopt a concentrated cultivation kind of education that promote children's talents, ideas, and capabilities while encouraging a sense of entitlement in them. While parents from lower socioeconomic status are more likely to believe that their children's growth happens naturally and spontaneously, they are also more inclined to focus largely on basic needs (such as food and comfort). This teaching strategy would lead to a lesser sense of entitlement (or a greater sense of restraint; Lareau, 2011) in low-SES students. Following this, low-SES students are consequently less likely to receive effective support from teachers than students from high-SES homes.

4.6 Relationship between home-based support and socioeconomic status

Most empirical studies on parental support differ depending on socio-demographic characteristics (such as marital status and educational attainment) and economic status (Georgiou, 2007; Schimpl-Neimanns, 2000; Schmitt & Kleine, 2010).

Mutinda, (2013) investigated the institutional and home-based factors influencing day students drop out in Kathiani District, Machakos, Kenya. The study revealed that day secondary school dropout rates in Kathiani district are affected by -a number of factors, including peer pressure (24%), family issues (40%), and financial issues (36%). However, the study revealed that there were additional socioeconomic factors contributing to student dropouts.

Moreover, Mulatya, (2012) research on home-based influencing Kenya certificate of primary education performance in public primary schools in Yatta Division, Kenya. According to the study's findings, the majority of parents in the Yatta division (65.0%) are farmers. However, a sizable portion (75.5%) always encouraged their children to read and complete their homework at home to achieve success. Parents should provide a conducive learning atmosphere at home and reward children who perform well.

According to Lareau, (2011), American parents with lower SES are less likely to think that they must oversee their children's education and are less actively involved in both at-home and in-school learning activities. Because lower SES parents are frequently less educated, the skills and knowledge they can impart to the school and their child may be constrained (Hoover-Dempsey et al., 2005; Whitaker, 2018). According to some studies, parents with less education may also be less confident in their ability to contribute to their children's education (Hoover-Dempsey et al., 2005; Lareau, 2011) student learning is at risk due to low family SES (Zhang et al., 2021). This means that parents may pass on some of these characteristics to their children hence making them less confident as well in their schoolwork. A study conducted by Zhang indicates that parental support (parental school-based support, and home-based support) partly mediated the relationship between family support. They found strong mediating effects and home-based support had the lowest mediating effects.

Consequently, empirical evidence further suggests that parents of high-SES families are more engaged and involved in their children's education (Cheadle & Amato, 2011; Roksa & Potter, 2011), They also appear to provide more academic resources than parents of low-SES families (Cheadle & Amato, 2011; Roksa & Potter, 2011). Similarly, parental support may be significantly and favourably correlated with family SES.

According to Castro et al., (2015), parents' academic expectations, communication about school activities, and support for learning practices had the strongest links with children's academic confidence. Again, a study conducted by Lee & Bowen, (2006); Patrikakou & Weissberg, (2000), shows that parents are more likely to be involved in their children's education at home than in school, especially in developed countries. Additionally, studies have further shown a beneficial association between at-home parental support and a variety of outcomes connected to education, such as academic success, school engagement, and socio-emotional adjustment (Izzo et al., 1999). Parental support activities that take place at home, such as helping with homework, talking to children about school, and reading to them, have been linked to better academic outcomes for minority students in the US (Sui-Chu, & Willms, 1996.) In Ghana, parental support at home has a favourable impact on children's academic success (Nyarko, 2011)

Finally, parents from lower socioeconomic backgrounds work more hours, which might make it difficult for them to support their children at home and school (Hoover-Dempsey et al., 2005)

However, Hill & Tyson, (2009) indicated that home-based participation (such as parental support with homework) is not positively associated with achievement and that academic socialization had the largest association with academic achievement.

In addition, Barger et al., (2019) also discovered a negative correlation between parental homework help and adolescents' academic adjustment. Similar findings have been made in China, where an empirical study suggests that parental homework help is not significantly associated with the academic success of teenagers (Wang et al., 2016).

4.7 Home School and parental involvement

The educational workload of families has grown to the extent that schoolwork is now regarded as the responsibility of the family and teachers. The current, high expectations for children's educational work have further placed a burden on families to support their children's home-schooling. A study conducted by Núñez et al., (2017) on the relationship between perceived parental involvement in homework, students' homework behaviour and academic achievement; differences among elementary junior and senior high school students in Kenya revealed a significant relationship between student homework behaviours, perceived parental engagement in homework, and academic success.

Similarly, Ogoye- et al., (2007) investigated parental participation in pupils' homework in Kenya and findings demonstrate that although parental willingness to help with students' homework is strong, this involvement is hindered by numerous socioeconomic conditions, such as low income and illiteracy.

Moreover, Kibaara, & Ndirangu, (2014) examined parental involvement in children's academic achievement in public school; A Case of Kieni-West Sub-County, Nyeri County: in Kenya and according to the study's findings, 84.7% of the parents surveyed took part in school-related activities and events while 71.6% kept an eye on their children's homework. 92% of parents who responded to the survey thought that their involvement helped teachers support the academic advancement of their children. Additionally, 98.2% of respondents said that structured parental participation programmes may enhance their relationships with their children.

A study conducted by Reay, (2005) indicates that parents and mothers in particular involvement in their children's education contributes to the maintenance of inequalities status quo. The study further stressed that parents utilized their economic and cultural capital resources to ensure the continued reproduction

of children`s educational advantage and it is the mothers who are at the front line, ensuring the hard work of reproduction. Similarly, Bernstein, (1964) suggests that changes in the composition of middle-class parents were transforming the mother into a crucial preparing agent of cultural reproduction who provides access to symbolic forms and sharpens the disposition of her children, so they are better able to exploit the possibilities of public education. Parents in the middle class are the front line of social reproduction, heavily investing in terms of time, energy, and mental and emotional labour. (. Wanjala, 2016; Gisemba Bagaka`s, 2010)

Reay, (2005) further points out that mothers have a different relationship to the generation of cultural capital and social class reproduction than fathers. She further asserts that mothering bridges the gap between social class and children`s performance in the classroom. It is the mother who is the arbiter of taste (Bourdieu, 1987) and the home-based educator of their children.

Reay, (1998) again asserts that, if a mother had access to both material and cultural resources as well as the chance to develop educational skills and cultural resources, supporting her children's education would be simpler. She continued further to state that middle-class parents themselves did very well in school and that their sense of self-confidence and entitlement regarding parental engagement was a result of their educational performance. Thus, this cultural capital gives them the confidence and the capacity to effectively assist their children's education at home.

Reay (2005) concluded that parents' confidence in their ability to handle schoolwork, their financial resources, their level of skill and competency, and their prior experiences receiving support at home all had an impact on their children's educational paths and the confidence in which they support their children schoolwork.

4.8 Factors affecting student learning and educational equality in Kenya.

While students` confidence in schoolwork is an important indicator of student learning in many countries, Kenya has paid far less attention to it. Instead, other factors have been given greater precedence. These factors include teacher absenteeism and low competency in literacy and mathematics skills of children in public schools, and public versus private education are discussed below.

Although Kenya performs better than most of its neighbours in the region in terms of relative student cognitive ability scores (Alcott & Rose, 2016; Ministry of Education Science and Technology, 2014; Uwezo, 2013), the nation still has some issues with absolute learning levels. Only 41% of urban and 25% of rural students in Class 3 could do work at the Class 2 (the target age of 6/7 years were in Class 2 and three) level in a 2015 assessment of student capabilities (Uwezo, 2016). In a 2013 study, Martin

and Pimhidzai (2013) discovered that English teachers have a very low competency in pedagogical skills and knowledge, that teachers are absent from the classroom for close to 50% of the time that they should be teaching, and that teachers have only mastered about two-thirds of the English language curriculum. Teachers also appear to be missing from the classroom for close to half of the time that they are expected to teach the curriculum. Nishimura & Yamano (2013) contend that difficult working conditions (such as big class sizes, inadequate teaching and learning materials, etc.) that public school teachers encounter in a post-free primary education(FPE) system are a result of low levels of teacher motivation. This, unfortunately, shows that there is a weak correlation between learning and schooling for many Kenyan pupils who attend school.

The social origins of students vary, and not all students have access to a laptop or an internet connection. These students cannot enrol in online courses (Etomes, 2022) The issue is made worse by the fact that in these conditions, pedagogical continuity favours the digitally literate, with physical and financial support for online education (Mukute et al., 2020, p. 6) These students enjoy an advantage over their peers. This is because disadvantaged students lack the technology and internet connectivity necessary to take part in online lessons, and their schools lack the resources to support them (Angdhiri, 2020, p. 9) it is clear that the poor students in Kenya are currently behind their wealthy counterparts. The disadvantaged student learners were not exempt from the expense of data for e-learning. Others don't have radio or television, while some lack the money for buying data bundles ((Mukute et al., 2020, p. 5) They are confronted with the high costs of the data needed for e-learning content. Even the discounted or subsidized data supplied by internet service providers for e-learning is out of reach for certain people (Baldwin & Bekithemba, 2021)Their findings supports the idea that the demand for data strained the budget for students from the underprivileged and vulnerable group in Kenya who were already having trouble paying for their education's needs, as suggested by Pierre Bourdieu's cultural capital theory

Baldwin & Bekithemba, (2021) attest that while students from rich backgrounds found refuge in digital learning, others from less fortunate backgrounds are nevertheless exposed to the harsh realities of commercialized education. Harsha (2020) confirms that, in contrast to students from high-income and wealthy counterparts, connectivity problems were also common in low-income, rural, and vulnerable populations. The paradox of this territorial difference is that rural communities require greater and better digital connectivity to make up for their remoteness, but the reality is that these communities typically have less and worse technological connectivity, which results in a lower level of digital inclusion for students to engage in e-learning.

4.9 Private Versus Public School Participation in Kenya

It seems that private schools in Kenya may provide a higher quality educational experience than comparable public schools, based on parental opinion, observable school inputs, and raw performance differences between public and private schools (Baum & Riley, 2019). Studies typically offer data to support claims that pupils in Kenya's private school system perform better.

For instance, class 3 students in private schools (51%) display proficiency in class 2 work at a rate that is twice as high as class 3 students in public schools (25%) (Uwezo, 2016).

Oketch et al., (2010) analysed student performance on the Kenya Certificate of Primary Education (KCPE) exam for the years 2005 and 2006. They discovered that private schools in urban Nairobi perform much better than public schools. Tooley et al. (2010) conducted a study on student achievement and discovered significant positive effects for private schools in the Nairobi slums of Kibera, Mukuru, and Kawanware for math and Kiswahili (but no changes for English). Alcott & Rose (2016) discovered that basic literacy and numeracy abilities are acquired by private school students at a pace that is 6 to 8 percentage points higher than that of public school students.

The sole analysis of private school performance in Kenya by Bold et al. (2013) tries to completely account for non-random student selection. They follow Hsieh & Urquiola's (2006) identification strategy, combining test results from public and private schools at the district level, and monitoring changes in primary school students' overall achievement over time in relation to changes in private enrolment growth (i.e., measuring changes in achievement for students who switch from public to private schools, controlling for time-invariant district characteristics). According to this identification procedure, the pooled district will only increase if the private school offers a causal advantage. Bold et al. (2013) find a private school performance over public schools.

A study conducted by Alcott & Rose, (2016) using a household survey accounted for observable differences between those who do and do not enrol in a private school in Kenya. The result shows that in Kenya, poorer children are approximately three times more likely to be out of school than wealthy children, and they are far less likely to be enrolled in a private school. For instance, the richest people in Kenya, Tanzania, and Uganda are over three times more likely to attend a private school than the poorest people (Alcott & Rose, 2016).

They further argue that the learning chances of the poorest children are three years behind those of the richest by the age of 14. By age 11, there is a 22–32-point difference in learning the basics between children from wealthy and disadvantaged families in Uganda and Kenya. This disparity persists, leaving

the poorest children three years behind the richest. By the age of 14, the proportion of poorer children acquiring the fundamentals is only just nearing the proportion among wealthier 11-year-olds. Day (2002) also concluded that financial constraints are one of the primary limiting factors keeping poorer children excluded from private school participation.

Similarly, Abuya, (2022) indicates that only 42% of children had access to TV and another 19% of children say they can access learning through radio, respectively. He further concluded that the affordability of technology and internet connectivity issues and power fluctuations, parents' availability, or ability to monitor learning and teachers' abilities to lead online learning are some of the issues that still exist with digital learning in Kenya.

Again using information from 4,433 students in class 6, Baum & Riley, (2019) calculate the relative effectiveness of private and public primary schools in Kenya. Findings show that students in private schools outperform those in public schools by 97.7th percental. This means that Private school students often come from wealthier homes (with a difference in SES index), have more books at home, have fewer siblings, and have repeated fewer grades. Also, mothers of private school pupils have much better educational levels and use English more frequently at home.

These inequalities have compelled policymakers to prioritize the educational needs of the most disadvantaged students in Kenya through the introduction of compulsory primary education.

4.10 Summary of Previous Studies

Most of the studies have been done in the global North, particularly in the US and Europe (Atlay et al., 2019; Bakchich et al., 2023; OECD, 2019) their findings indicate that confidence in schoolwork is related to academic success. In sum, the relationship between students' confidence and support has been addressed particularly in Europe and the US. However, in the US researchers have investigated home-based support and find out that home-based support is related to students' academic success. In Europe, particularly Nordic countries (i.e., Norway, Finland, Sweden, Denmark, and Iceland). researchers have investigated students' confidence, especially in mathematics and found an association between confidence and academic performance. In general, research pointed to the positive influence of SES and students' confidence (Ganley & Lubienski, 2016; Mullis, et al., 2020).

However, confidence in schoolwork and support disappeared in the Kenya context. Only a few studies on parental support and academic success have been conducted (Koskei et al., 2020; Mburu, 2017) confidence in schoolwork (. Wanjala, 2016; Gisemba Bagaka's, 2010) and home-based support (Mulatya, 2012; Tweni et al., 2022)

4.11 Research Gap

A sizable body of research into students' confidence in their schoolwork/ performance mainly with regard to mathematics performance in secondary schools was conducted in the USA and Europe (Foster, 2022; Jerald & Shiela, 2020; Mullis, et al., 2020). However, little is known about how students' confidence in schoolwork differs by socioeconomic status in Kenya(Wanjala, 2016; Gisemba Bagaka, 2010). Whether lower confidence among socioeconomically disadvantaged students is simply related to schoolwork or is more than would be predicted simply based on inadequate support they received during the COVID-19 pandemic. One of the objectives of this study is to investigate this.

Second, even though there is a wealth of information on students' confidence in mathematical ability, the support provided to various student groups during the COVID-19 epidemic and how that links to students' confidence in their schoolwork are conspicuously absent from the literature on students' confidence. Since there are currently few studies(. Wanjala, 2016; Gisemba Bagaka's, 2010) that specifically examine students' confidence in their schoolwork and how it varies by socioeconomic status in the Kenyan context, the current study fills this knowledge gap.

5 Methods

The purpose of the study is to investigate students' support and perception of their confidence in schoolwork during the COVID-19 pandemic in Kenya using the Response to Educational Disruption Survey (RED) 2021. This chapter covers the data source, the population being studied, the sampling technique employed in the study, the description of variables, reliability and validity ethics and ESD.

5.1 Data source

This study used cross-sectional survey data, from the International Association for the Evaluation of Educational Achievement (IEA) which is described in more detail below. The Responses to Educational Disruption Survey (REDS) examined how the COVID-19 crisis affects teaching and learning as well as how different countries' education stakeholders dealt with the disruption of education. In 11 nations covering Africa, Asia, the Arab area, Europe, and Latin America, REDS sought to present a comprehensive, multi-perspective, and comparative picture of the situation at the secondary school level (grade 8).

REDS had to be quickly disseminated to collect information during the pandemic, and some countries (like Kenya) have issues with representativeness. The questionnaire was responded to by students, teachers, and school principals. These various aspects of the contextual features may be relevant to the learning process and its educational outcomes. The questionnaire covers nine content domains concerned with the disruption to school education as a direct result of the impacts of the COVID-19 pandemic, namely: Changes to the way the school was organised during the pandemic, impact on classroom teaching and learning, Assessment of students' learning and provision of feedback to students, teacher professional Support, Home engagement and support, and well-being. These domains are to assess students' learning progress during the COVID pandemic in eleven countries This study focuses on Kenya and is the first of its kind. There are no studies found at the moment that used Kenya's (REDS) 2022 data set. Kenya's eighth grade (REDS) 2022 data gave a wealth of detailed information about the students' backgrounds, teachers, and school features that can be used to examine the relationship between students' perceived confidence in schoolwork and their demographic backgrounds and other factors

Population and Sample

5.2 Target Population

The target populations for REDS were students, teachers, and headteachers in Kenya. All students enrolled in the class that corresponds to eight years of study, counting from the first year of International Standard Classification of Education (ISCED) level 1 were designated as the student target group. Please note that in Kenya, the school year was extended in response to the disruptions brought on by COVID-19. Students who were in grade 7 when the survey was administered were also in grade 7 at the time of the reference period (*the first period in Kenya, March 2020 after the outbreak of the pandemic when the majority of schools were closed to most students and most learnings took place outside of school buildings*). All teachers who had taught the target population throughout the reference period and were still working in the same classrooms at the time the survey was administered made up the teacher target population. The schools with students from the target group made up the school's target population. School principals responded on behalf of the schools.

5.3 Sample for the Study

REDS employed a two-stage stratified random sampling design with schools as the first sampling stage and students and teachers as the second sampling stage. This means that students were sampled individually at the second stage of the sampling from the selected intact classroom as REDS focused on student learning progress during the COVID-19 pandemic. Importantly, the operational importance of this random selection is to give an equal chance to participate in the study. This provides an opportunity for researchers to generalize their findings to a bigger population. According to De Vaus, (2009), the sample size should be representative of the population to make generalizations statistically significant.

First, the sampling entailed sampling a list of schools stratified by school type(public), regions, and language of instruction followed by a random selection of classes within the sampled schools, after which 20 randomly selected eligible individuals within intact classes participated in the survey. Further, Kenya met a minimum requirement of 150 schools and a student sample of 3000.

However, in a situation where the class size is small or not up to 20 students per school, they were all chosen. With regards to teachers a total of 773 teachers, and 102 principals participated in 95 participating schools. Therefore, with an average age of 14.6, these samples were nationally representative of all grade 8 students in Kenya. There is a point that needs to be clarified the researcher focused on the 910 students who attended school during the period of data collection for the analysis.

There were issues with the sample in Kenya in that, the number of absent students was not made available by national centres, making it impossible to compute selection probabilities, sampling weights, and participation rates with accuracy. As a result, findings based on student data in Kenya only reflect the experiences and viewpoints of the respondents and should not be inferred to apply to the target population.

It must be acknowledged that classroom and school-level data may provide important information for understanding students' confidence in school, but issues with the data did not allow for analyzing this data. For example, there were issues combining teacher data and student. This is due to the sampling methodology used in the REDS since these teachers are typically not just those who teach the sampled students. Again, there was a large missing on the school-level data which is why that was not used. Non-participation rates were not accounted for in Kenya due to the sampling method employed. Cases were selected. This is because question one of the student questionnaires asked students; where did you attend lessons during the COVID-19 pandemic? Some students chose zero because they did not attend any schoolwork, so they were then asked to skip over most of the questions which the researcher was interested in analysing. Therefore, the focus was on those who responded that they attended school or lessons during the COVID. So, cases were selected before running the analysis to tell the software to only give analysis on data of students who attended school or lessons during the COVID.

There were 1570 respondents in total, but 910 were used to analyze the data because there were missing data in some places and 243 respondents didn't attend any type of school during the COVID-19 pandemic.

5.4 Conceptual Framework

The conceptual framework for the study was developed using the concepts from Bourdieu's theory of social reproduction, namely cultural and social capital. The purpose was to illustrate the association between the dependent variable of students' confidence in schoolwork and the independent variables of student support (the perceived frequency of home-based support, and the amount of support from teachers and others) and how these relate to Bourdieu's concepts of cultural and social capital. In this study, cultural capital is represented by students' SES and social capital by the three forms of support(home-based, teachers and other support). The relationships between the individual variables are depicted in Figure 1. The student's confidence in schoolwork is directly tied to independent variables originating from cultural and social capital. It can be theorized that relationships (support) are influenced by culture. Therefore, cultural capital is related to social capital. It is only separated if social capital is

defined as a network of relationships and support and cultural as access to education, skills and knowledge as depicted in Figure 1 below

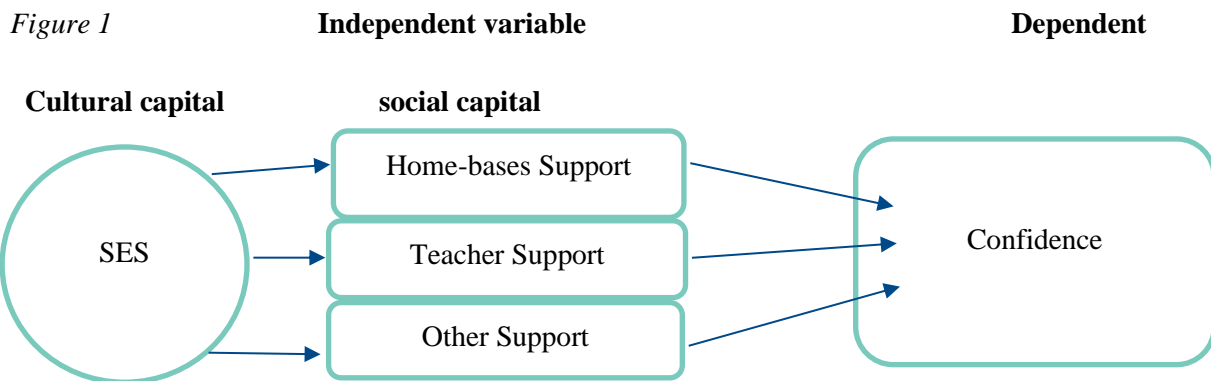


Figure 1- Conceptual Framework showing the relationship of cultural and social capital to students' confidence in schoolwork. Source: Author's construct

5.5 Variables and Measurement

The primary variables of interest that were used to measure the different forms of capital were four; SES (cultural capital), Home-based support, “support from others” and “support from teachers. (social capital) and confidence in school work. Support is defined in the study as any instructional materials, resources, or other help that parents, older siblings and other third parties give to students when schools are closed with regard to their schoolwork. In the following, all variables and indices employed in the present study will be provided and categorized by the many dimensions of student support. The section begins with descriptive statistics on sex.

5.6 Sex

Students were asked in the questionnaire about their sex: Are you a girl or a boy? The response categories are 1-Female, 2-Male, and 3 Others. A descriptive statistic is given for sex because the researcher would like to control sex in the linear regression model. Frequency and percentages were used because sex is a nominal variable and the results are shown in Table 1 below

Table 1 Descriptive Statistics for Sex in Kenya

Sex	Frequency	Percent	Missing	
			N	%
Male	448	49.2	31	3.4
Female	448	49.2		
Others	0	0	0	0

5.7 Confidence in schoolwork Variable

To measure Confidence in schoolwork the items (ISIG29A to ISIG29G) were computed into a mean score. This is because the researcher was of the view that a single item cannot measure confidence well enough. Cronbach Alpha will be presented in Table 8. Students were asked in the questionnaire; “How confident are you about the aspect of your schoolwork”? The response was given on a 4-point scale, ranging from 4= “Very confident”, 3=Confident”, 2=“Not very confident”, and 1=“Not at all confident”. Students' responses to these items were reverse coded so that high values reflect a higher confidence of support in schoolwork received by students in Kenya. Percentages were used because items were ordinal level variables which are appropriate to use the distribution of frequency, mode, and percentages (Bryman & Cramer, 2011) as shown in Table 2 below. Cronbach`s Alpha of .78 indicates strong internal reliability between the items hence the items were combined. As a result, the current studies adopt all seven items to form a mean score, which is a way to reduce data and find the average of students’ confidence.

Table 2: Descriptive Statistics for Confidence in Schoolwork in Kenya

Variable Name	Question	Response categories										
		Very Confidence		Confidence		Not Confidence		Not at all confidence		Mode	Missing	
		N	%	N	%	N	%	N	%		N	%
IS1G29A	Using videoconferencing software (such as Zoom or Ms Team)	103	11.3	90	9.9	425	46.7	210	23.1	4	82	9
IS1G29B	Finding learning resources on my own	179	19.7	311	34.2	208	22.9	126	13.8	2	86	9.5
IS1G29C	Planning when to do schoolwork on my own	249	27.4	415	45.6	93	10.2	73	8.0	2	80	8.8

IS1G29D	Completing schoolwork independently	235	25.8	373	41.0	145	15.9	73	8.0	2	84	9.2
IS1G29E	Assessing my learning progress	202	22.2	389	42.7	164	18.0	66	7.3	2	89	9.8
IS1G29F	Seeking assistance from others when I need it	226	24.8	400	44.0	137	15.1	69	7.6	2	78	8.5
IS1G29G	Using a learning management system or school learning platform (e.g. Seesaw)	123	13.5	96	10.5	244	26.8	363	39.9	4	84	9.2

5.8 Home-based Support

To measure “Home base Support” the item (ISIG15A-ISIG15D) was used. To investigate support received from Home, the students were asked to indicate who was available to help them with their schoolwork at home with the following statement: ISIG15A = My parents/guardians were/was available and could help me with my schoolwork, ISIG15B= Older siblings were available and could help me with my schoolwork, ISIG15C= Other people than my parents/guardians or siblings were available and could help me with my schoolwork, ISIG15 D= There was no one available who could help me with my schoolwork

The responses were given on a 3-point scale with the options being 1="Never," 2=" Sometimes," and 3=" Often or always,”. Students' answers to question ISIG15 D were reverse coded so that the high values represent the lowest frequency of not having someone help with schoolwork. Cronbach`s Alpha of .211 indicates weak internal reliability between the items hence the items were not combined. Percentages were used because items were ordinal level variables which are appropriate to use the distribution of frequency and percentages(Bryman & Cramer, 2011) as shown in Table 3 below.

Table 3 Descriptive statistics for home-based support in Kenya

Variable Name	Question	Responds categories						Mode	Missing	
		Never		Sometimes		Often or always			N	%
		N	%	N	%	N	%			
ISIG15A	My parents/guardians were/was available and could help me with my schoolwork	120	13.2	544	59.8	236	25.9	2	10	1.1
ISIG15B	Older siblings were available and could help me with my schoolwork,	189	20.8	499	54.8	208	22.9	2	14	1.5
ISIG15C	Other people than my parents/guardians or siblings were available and could help me with my schoolwork	415	45.6	409	44.9	74	8.1	1	12	1.3
ISIG15D_R	There was no one available who could help me with my schoolwork	525	57.7	308	33.8	68	7.5	1	9	1.0

5.9 Support from teachers

To measure “Support from teachers” the item (ISIG21A-ISIG21H) was used. To investigate support received from teachers the students were asked to indicate to what extent they agree or disagree with the following statement about the support received from teachers during the (COVID-19 disruption about the following: ISIG21A= My teachers were available when I needed their help, ISIG21 B= My teachers made it clear how to best contact them, ISIG21C= My teachers gave me feedback that I could understand, ISIG21D= My teachers made a special effort to keep in contact with me, ISIG21E= My

teachers showed interest in my learning, ISIG21F=I had a good relationship with my teachers, ISIG21G=My teachers encouraged me to learn, ISIG21H=My teachers adapted my schoolwork to meet my individual needs.

The responses were given on a 4-point scale with the options being 4- strongly agree, 3-agree, 2-disagree," and 1-strongly disagree. Students' answers to these questions were reversed coded so that the high values represent a greater rating of teacher support. Percentages were used because items were ordinal level variables which are appropriate to use the distribution of frequency, mode, and percentages (Bryman & Cramer, 2011) as shown in Table 4 below. Cronbach`s Alpha of .887 indicates strong internal reliability between the items hence the items were combined. As a result, the current studies adopt all eight items to form a mean score, which is a way to reduce data and find the average of teacher support.

Table 4 Descriptive statistic for teacher support in Kenya

Variable Name	Question	Response categories										
		Strongly Agree		Agree		Disagree		Strongly Disagree		Mode	Missing	
		N	%	N	%	N	%	N	%	N	N	%
IS1G21A	My teachers were available when I needed their help,	114	12.5	277	30.4	286	31.4	217	23.8	3	16	1.8
IS1G21B	My teachers made it clear how to best contact them	106	11.6	295	32.4	303	33.3	188	20.7	3	18	2.0
IS1G21C	My teachers gave me feedback that I could understand,	108	11.9	299	32.9	313	34.4	173	19.0	3	17	1.9
IS1G21D	My teachers made a special effort to	101	11.1	245	26.9	344	37.8	196	21.5	3	24	2.6

	keep in contact with me												
IS1G21E	My teachers showed interest in my learning	129	14.2	341	37.5	261	28.7	156	17.1	2		23	2.5
IS1G21F	I had a good relationship with my teachers,	151	16.6	352	38.7	227	24.9	158	17.4	2		22	2.4
IS1G21G	My teachers encouraged me	213	23.4	404	44.4	404	44.4	104	11.4	2		29	3.2
IS1G21H	My teachers adapted my schoolwork to meet my individual needs	98	10.8	256	28.1	335	36.8	200	22.0	2		21	2.3

Social Capital

Social capital is measured by support from others, home-based support, and support from teachers in this study.

5.10 Support from Others

To measure “Support from Others” the items ISIG16A to ISIG16H were used. Support from Others is captured by the question: During the (COVID-19 disruption), how much help did you receive with your schoolwork from other people? The information is retrieved from the student questionnaire. The question contains four response categories: 1-None, 2-A small amount, 3-A moderate amount, and 4-A lot. A mean score was created for support from others. This is because the researcher is of the view that a single item is not well enough to measure support from others. Percentages were used because items were ordinal level variables which are appropriate to use the distribution of frequency, mode, and

percentages (Bryman & Cramer, 2011) as shown in Table 5 below. Cronbach`s Alpha of .728 indicates strong internal reliability between the items hence the items were combined. As a result, the current studies adopt all eight items to form a mean score, which is a way to reduce data and find the average of support from others

Table 5 Descriptive Statistics for Support from Others in Kenya

Variable Name	Question	Response categories										
		None		A small amount		A moderate amount		A lot		Mode	Missing	
		N	%	N	%	N	%	N	%	N	N	%
IS1G16A	HOW\HELP RECEIVE\FIND\ACCESS SCHOOLWORK ON COMP	691	75.9	95	10.4	60	6.6	51	5.6	1	13	1.4
IS1G16B	HOW\HELP RECEIVE\PLAN SCHOOLWORK	353	38.8	257	28.2	162	17.8	118	13.0	1	20	2.2
IS1G16C	HOW\HELP RECEIVE\EXPLANATIONS FOR SCHOOLWORK	153	16.8	347	38.1	228	25.1	160	17.6	1	22	2.4
IS1G16D	HOW\HELP RECEIVE\STUDY ADVICE	229	25.2	187	20.5	275	30.2	205	22.5	1	14	1.5
IS1G16E	HOW\HELP RECEIVE\DO RESEARCH	256	28.1	263	28.9	188	20.7	181	19.9	1	22	2.4
IS1G16F	HOW\HELP RECEIVE\ENCOURAGEMENT TO STAY ON TASK	229	25.2	220	24.2	208	22.9	221	24.3	1	32	3.5
IS1G16G	HOW\HELP RECEIVE\USE SCH COMPUTER SYSTEMS	757	83.2	41	4.5	51	3.4	43	4.7	1	18	2.0
IS1G16H	HOW\HELP RECEIVE\TEACH ADD SKILLS	215	23.6	280	30.8	196	21.5	195	21.4	2	24	2.6

5.11 Students' socioeconomic status variables (Cultural Capital)

Clarity must be given here; this thesis relies on the SES scale created in the REDS database for the analysis. Students' socioeconomic status is measured by Parents' highest education (PHE), Home Possessions, the number of Books used, the language used at home and parents' occupation.

SES has been classified into three ordinal categories based on how the scores on the scale are distributed. By examining the actual substance of the questions that make up the scale and determining which questions the student must respond to in the affirmative to attain a level of home resources, three categories are provided based on cut scores. In this case, the scale cut score has instead been found by dividing, the scale into lower, middle, and high (weighted). So, rather than being an interpretation of the items, it is an empirical division of cut scores. (see table 6 below)

The name of the final ordinal scale in the international database is “SES_irt_c”. Detailed descriptions of the measures are presented below.

Table 6 Descriptive Statistics for Socioeconomic Status Scale (Categorized) in Kenya

<i>Socioeconomic status</i>	<i>Frequency</i>	<i>Percentage</i>
Low	665	73.1
Medium	201	22.1
High	42	4.6
Missing	2	.2

5.12 Parents' highest education (PHE),

To measure parents' highest education (PHE), the item (IS1G38), which stands for cultural capital that has been institutionalized in the form of educational qualifications (Bourdieu, P, 1986) was used. Parents' highest education (PHE) is captured by the question: what is the highest level of education completed by your (parents/guardian)? The question contains five choices. The students were asked to mark only one. In line with this, the variables for parents' highest education level ("IS1G38") have been recorded using reverse factor levels by REDS. (ISCED level 6,7 or 8) =1 (highest education) (ISCED level 4 or 5) =2 (secondary) (ISCED level 2) =3 (primary education). Afterwards, the parent's highest educational level across that of the possible guardians is found. Percentages were employed because parental education is an ordinal variable and hence percentages will be appropriate (Bryman & Cramer, 2011). see table 7 below

Table 7 Descriptive statistics for Parent's highest education in Kenya

Variable	Level of Education											
	ISCED level6,7,or 8		ISCED level4or 5		ISCED level3		ISCED level2		He/she did not complete (ISCED level2)		Missing	
name	N	%	N	%	N	%	N	%	N	%	N	%
IS1G38	30	3.3	116	12.7	155	17.0	304	33.4	280	30.8	25	2.7

5.13 Books

To measure the number of Books, the item (IS1G36,) was used. It is a reliable indication of socioeconomic status ((Allerup, Belling, Kirkegaard, Stafseth, & Torre, 2016).

Quantity of Books is captured by the question: About how many books are there in your home? Students were asked not to count magazines, newspapers, comic books or schoolbooks. The information is retrieved from the student questionnaire. The question demands students to mark only one choice.

Table 8 Descriptive statistics for the number of Books in Kenya

Variable	Questions									
	None or very few (0-10)		Enough to fill one shelf (11-25)		Enough to fill one bookcase(26-200books)		Enough to fill one bookcase(26-200books)		Enough to fill three or more bookcases (more than 200 books)	
Name	N	%	N	%	N	%	N	%	N	%
IS1G36	517	56.8	253	27.8	83	9.1	13	1.4	16	1.8

Missing value 3.1%(28)

5.14 Parents' highest occupation status

To measure the parent's highest occupation status, the item (IS1G37) was used. The following question is posed twice to the students in the questionnaire regarding their parents' or guardians' employment status: "What kind of work does your [parent or guardian 1] do for his/her main [job]?" A list with descriptions that provide guidance is given to them. For instance, they are given the following text for the response category "Small Business Owner": "Includes owners of small enterprises (fewer than 25 employees), such as retail shops, services, and restaurants."

The response categories for both parents or guardians have been recorded and collapsed by the factor levels (questionnaire response categories) (see RED user guide pg 29) Afterwards, the highest occupation status across possible parents or guardians is found. The highest occupation is 3 in the same manner. The item has a 14.2% Missing value. Percentages were employed because parents' highest occupation is a categorical variable and hence percentages will be appropriate (Bryman & Cramer, 2011).

Table 9 Descriptive Statistics for Parents' Highest Occupation Status in Kenya

<i>Variable Name</i>	<i>Parents' highest occupation status</i>									
	<i>Professional</i>		<i>Small Business Owners</i>		<i>Service/sale works</i>		<i>Craft skilled workers</i>		<i>Missing</i>	
	N	%	N	%	N	%	N	%	N	%
IS1G37_R	114	12.5	317	34.8	95	10.4	256	28.1	128	14.2

5.15 Home possessions

A collection of things in the form of home possessions provided information about the commodities dimension (economic capital) of the socioeconomic status of the students. To measure home possession, ICT devices and Internet access were used.

5.16 Internet Access

To measure Internet Access the items (IS1G03) were used. The student responded to the question; During the (COVID-19 disruption), did you have access to the internet at home? Students were asked to mark only one answer to the question. Percentages were employed because the item was a dichotomous variable. The items have a 2.% (19) missing value.

Table10 Descriptive Statistics for Internet Access in Kenya

Variable name	<u>Responds categories</u>							
	Yes, it worked well all the time		Yes, it worked well most of the time		Yes, but it did not work very well		No	
	N	%	N	%	N	%	N	%
IS1G03	68	7.5	137	15.1	168	18.5	518	56.9

5.17 ICT Devices

To measure ICT Devices the items (IS1G02A-IS1G02C) were used. The student responded to the question; During the (COVID-19 disruption), did you have access to the following ICT devices at home? The response categories to the question were Yes and No. Missing value 3.4%(31)

Table 11 Descriptive Statistics for ICT Devices Used at home by students in Kenya

Variable Name	Questions	<u>Response categories</u>			
		YES		NO	
		N	%	N	%
IS102A	Desktop or laptop computers Tablet devices (e.g., iPad, Tablet PC).	83	9.1	796	87.5

5.18 Validity and Reliability

By default, all countries must sample teachers and students using the IEA's WinW3S program. Nonetheless, the consortium permitted adjustments to consider the unique national circumstances of Kenya to depart from the established within-school sampling procedure. However, effective use of the program necessitated multiple contacts between national centres and schools, which was impractical for Kenya. So, they decided to use outside software within the school sampling procedure that only required them to make one contact with each school. On the day of survey implementation, a lottery was used to determine the within-school sample, excluding absent students. The number of absent students was not made available by national centres, making it impossible to compute selection probabilities, sampling weights, and participation rates with accuracy. As a result, findings based on student data in Kenya only reflect the experiences and viewpoints of the respondents and should not be inferred to apply to the target population. Due to this limitation, the final weight for students was not selected when analysing the data. Secondly, in Kenya, REDS sought to completely cover the target populations. However, it was not possible to reach all eligible students owing to special circumstances. As a result, the population of the Kenya survey had to be limited. Affected schools, students, and teachers had no possibility of being chosen for REDS since they had been taken out of sampling frames before sample selection. Hence, the results of this study may only be considered representative of the schools and individuals who were included. This limitation affects the external validity of the study. Furthermore, the sampling was carried out in only public schools whereas private schools tend to be where more privileged students go. This sampling limitation affects the external validity of the study.

Despite these limitations, data was collected in a short time during pandemic conditions and presents information that we otherwise would not have about education during the pandemic in Kenya. Again, this study is considered to be a fair first attempt at bridging the research gap and giving a preliminary assessment of the student's support and confidence in schoolwork.

Reliability denotes consistency of results and measurement accuracy, whereas validity relates to how well an instrument measures what it claims to measure (Muijs, 2011). A measure cannot be valid if it is not reliable, but being reliable does not guarantee that it is valid for the purpose intended by its creator or user, according to Pedhazur & Schmelkin, (1991, p. 81). The present study places high importance on evaluating the construct validity of the latent components because it is at the core of educational measurement. The degree to which inferences may be derived from study results is essential concerning the conceptualization and operationalization of a specific construct. Several concepts in the social and behavioural sciences are not directly quantifiable in the physical sense.

Latent variables or factors are frequently used to describe these unobservable. By using various strategies that try to gather quantifiable data regarding the latent variable, we might quantify various

indications or representations of the concept. Based on a specific theoretical framework, this operationalization method captures the researcher's concepts of a construct and measures what it sets out to measure ((Muijs, 2011) This is a vital step to ensure construct validity.

The questionnaires for REDS 2021 were used to create variables to operationalise a variety of theoretical constructs of interest in line with my theoretical framework (Bourdieu, 1986) of social reproduction (forms of capital). For instance, responses to questions about support in accessing homework on a computer, explanations of schoolwork when needed, study tips, and encouragement are used to measure the latent concept of "support from others".

Each of these questions focuses on a different facet of support, yet none of them by themselves can cover support in its entirety. In other words, the shared variances among these indicators are what contribute to the measurement of the latent variable.

Cronbach's alpha (aa) is used to assess the reliability of the indicators of a theoretical concept and to measure the internal consistency of a composite scale. A reliability criterion of 0.70 has been regarded as been acceptable threshold; however, based on the psychometric quality of scales, a preferable range is between 0.80 and 0.90 inclusive and above (Cronbach, 1951)

The coefficient in this study ranged from 0.784 to 0.89, suggesting that they are at an acceptable level. See Table 12. However, the Home-base support index exhibits weak internal consistency. (Cronbach's alpha =.211). This means that error variation accounts for 0.789. As a result, the composite measure shouldn't be used. This assumes that home-based support is measured with low reliability and high error. Generally speaking, it should be emphasized that the measuring method used in REDS is consistent with the variables of interest that are a part of my theoretical framework (Bourdieu, 1986) and that this serves as a good reflection of my hypothetical model.

Table 12 The reliability coefficient for student confidence, support from home, support from others, and support from teachers in Kenya

Scale Name	Variable Name	Cronbach Alpha
student confidence	ISIG29A_R, ISIG29B_R, IG29C_R, IG29D_R, ISIG29E_R, ISIG29F_R, ISIG29G_R,	.784
support from home	ISIG15A, ISIG15B, ISIG15C, ISIG15D_R	.211
support from others	ISIG16A, ISIG16B, ISIG16C, ISIG16D, ISIG16E, ISIG16F, ISIG16G, ISIG16H	.728
support from teachers	ISIG21A_R, ISIG21B_R, ISIG21C_R ISIG21D_R, ISIG21E_R, ISIG21F_R, ISIG21G_R, ISIG21H_R,	.887

Table 13 Descriptive Statistics for Support from Teachers and Others in Kenya

Variable Name	N	Minimum	Maximum	Mean	Std. Deviation
Mean_SupportTeachers	908	1.00	4.00	2.5555	.70482
Mean_SuportOthers	908	1.00	4.00	2.1298	.61322

5.19 Ethical Issues

It is important to remember that this study has ethical restrictions as well. Even though carefully chosen REDS data without any identifying information was used, there are still ethical issues to be aware of.

The research focused on students' support and their perception of confidence in schoolwork. Research findings, for instance, reveal that students from high SES backgrounds receive greater parental support and have high self-confidence. It might be falsely claimed that students from low SES backgrounds are "simply not confident enough" and are exclusively to blame for their lack of confidence in their schoolwork. It is crucial to emphasize that this study does not support any such inference and does not seek to assign responsibility to any specific individual, group, or institution.

The Covid-19 epidemic has caused some societal changes that have never before occurred. As a result, it is unethical to contact respondents who do not fully recognize the educational usefulness of the survey. Despite this, the study was important since it was needed to quickly produce data while also taking into account the realities of the situation on the ground.

This thesis has adhered to some of the standards of academic integrity that raise ethical questions and all legal laws and regulations were followed to the letter. First, the principles of research integrity as spelt out by the (European Science Foundation (ESF) (2011) which noted the following,

“Reliability in ensuring that the research's design, methods, analysis, and resource use are all of a high standard. Honesty in the planning, execution, review, reporting, and communication of research in a transparent, equitable, thorough, and objective manner.

The environment, society, ecosystems, cultural heritage, and research participants as well as colleagues. accountability for the research's management and organization, for its conception to publication, for its instruction, guidance, and mentorship, as well as for its broader effects.”(European Science Foundation (ESF), 2011) (p. 4)

This thesis works with earlier collected secondary data on the IES impact of the COVID-19 pandemic on education. Therefore, the ethical issues relating to REDS have already been thoroughly dealt with by the national research coordinators in each participating country. Since REDS data is secondary data no students, schools, or teachers can be identified. This is because the identities of the students, schools, and teachers have been assigned with unique identification numbers (ID numbers) which imply that REDS data does not contain confidential information on students, schools and teachers. Students can opt out of the survey or choose not to answer certain questions. To this goal, the international REDS website makes REDS data freely and publicly available to researchers. All texts included in the study were properly referenced, allowing for proper recognition of thoughts, works, and compositions.

With the support of the handbook “Good Research Practice” (Swedish Research Council, 2017) and my supervisor, there was reliability in ensuring that the research's design, methods, analysis, and resource use were all of a high standard.

5.20 Statement of Sustainability

According to Hwang & Kim, (2017), the United Nations' post-2015 vision for the globe emphasizes sustainable development. The Sustainable Development Goals (SDGs) are meant to be universal in the sense that they express a globally shared common vision, according to Osborn, et al., (2015) The vision of development toward a planet where all people can live in safety and justice.

They are a reflection of the moral precepts that no person or nation should be left behind and that all nations should be seen as sharing a common obligation to contribute to the realization of the global vision.

As the aim of this research is to examine the perception of students' support and confidence in their schoolwork during the COVID-19 pandemic, goals number 2 and 4 of the SDG are appropriate. According to the UNITED NATION, (2021), target 1.3 of goal number 2 of the UN concerns no poverty, indicating that by 2030, Implement nationally appropriate social protection systems and measures for all, including floors, and 2030 achieve substantial coverage of the poor and the vulnerable and target 4.1 of goal number 4 of the UN also concerns quality education, indicating that by 2030, that all girls and boys should have completely free, equitable and quality primary and secondary education, leading to relevant and effective learning outcomes.

The most notable SDG that the study seeks to take into account is target 4.1." By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes". The synergy between SDGs 2 and 4 is the interaction between poverty

and quality education. Parents who are poor and vulnerable tend to pass on the cycle of poverty to their children since they can't afford to provide the necessary educational support that their children need. The research finding indicates huge disparities between students from high and lower socioeconomic backgrounds. To achieve SDG 4 target 4.1 there should be a social protection scheme and poverty alleviation fund for the less privileged people in Kenya to lift them so that they could be better positioned to support their children's education in planned and unplanned future pandemics. When this happens no person will be left behind and all people would contribute to the realization of the global vision of making the world a better place to live.

5.21 Analytical process

This sub-section presents the analytical process of the study under each of the research questions. The analysis was performed using SPSS V.25. Following that, the relationship between the variables of interest was appropriately specified with the use of means, spearman rho and multiple regression.

5.22 Research Question One

The first research question was to analyse home-based support given to students during the COVID-19 pandemic in Kenya. The question that was set for the objective was: Who provided home-based support with schoolwork to Kenyan students during the COVID-19 pandemic? Was there a difference in the socioeconomic status?

To analyse this research question, frequency and percentages were used for the first part because the researcher was of the view that ordinal level variable has their distribution as frequency and percentages. Since ordinal variables have a natural order, they are occasionally coded as numbers. The various items that measure home-based support were on a three-point scale, 2=Sometimes 3=Often or always are ordinal variables.

The second part; was there a difference in socioeconomic status? To achieve this objective Spearman correlation was used since Home-based support and Socioeconomic variables were ordinal variables. According to Muijs, (2011), Spearman's rho calculates the correlation coefficient on ranking other than the actual data. Inspection of assumption suggested normality and the monotonic relationship between the variables. However, this statistical method cannot identify the cause of an observation (Home-base support). According to Muijs, (2011, p. 145) the cut-off point of $p < 0.05$ is normally accepted. As for strength in the relationship, the closer to ± 1 the stronger, and the closer to 0 the weaker. Some rules of

thumb on effect size are: $< \pm 0.1$ Weak, $< \pm 0.3$ modest, $< \pm 0.5$ moderate and $\geq \pm 0.8$ very strong. The Spearman's rho is tested at a 5% significance level.

5.23 Research Question Two.

The choice of One-way ANOVA was because the ordinal variable (SES) divides the individual into three groups (Low, Medium, and High) and "support from others" and "support from teachers" were continuous because they measure the degree of support. The decision rule for assessing if the test is significant for $\alpha = .05$ (test differs significantly somewhere between the groups if $p \leq .05$ but if $p > .05$ the test is not significant (the test does not differ significantly somewhere between the groups) The drawback of this test is that it processes the same thing twice.

5.24 Research Question Three

The third question sought to examine whether support for students' confidence in schoolwork differs by socioeconomic status. To achieve the purpose of the objective multiple linear regression was used. The researcher is of the view that the dependent variables (confidence In schoolwork) were continuous and the independent variable (SES) was measured on a continuous scale. According to Muijs, (2011, p. 163) multiple linear regression needs the dependent variable to be continuous and the predictor variables may either be ordinal or continuous. Hence, it was appropriate to use multiple linear regression to analyse the data. (Muijs, 2011) There is no serious problem as the tolerance value is close to one. A tolerance value close to 1 individual indicates that the other predictor does not explain the variance in the variable but a value close to 0 suggests that almost all the variance in the variable is explained by other variables. The choice of Multiple regression test was appropriate as it helps to look at relationships between two or more variables better. According to Muijs, (2011), the following thumb can be used to see how well the model fits the data < 0.1 : poor fit, $0.11-0.3$:modest fit, $0.31-0.5$:moderate fit, > 0.5 :strong fit.

The regression model was built in a hierarchical entry format. The known predictors (sex) based on the literature are entered first. New predictors (support from others and teachers) were then entered in a separate step/block. This entry was based on the researcher's decision because it is the best method for theory testing. It also enables the researcher to see the unique predictive influence of a new variable on the outcome because the known predictors are held constant in the model. The SES scale was split to make reading easier and organised by groups because the researcher is interested in the three categories of socioeconomic status. (Low SES, Medium SES and High SES).

6 RESULT

This chapter presents the study results under each of the research questions. First, the result of research question one is presented with tables, followed by research questions two and three.

6.1 Research Question One.

Who provided home-based support with schoolwork to Kenyan students during the COVID-19 pandemic? Was there a difference in the socioeconomic background?

The tables below show the percentages of support offered to students by parents/guardians, other siblings, others and no one available which is otherwise known as home-based support

Table 14 Parents Or Guardians support for students during COVID-19 in Kenya.

<i>Variable Name</i>	<i>Response categories</i>					
	<i>Never</i>		<i>Sometimes</i>		<i>Often/Always</i>	
	N	%	N	%	N	%
IS1G15A	120	13.2	544	59.8	236	25.9

According to Table 14, parents or guardians of the vast majority of students(85.7%) in Kenya were at least sometimes available and could help students with their schoolwork during the COVID-19 pandemic while 13.2% of students responded that they never received support from parents /guardians. This means that most students were able to receive some support from parents and guardians during the pandemic.

Table 15 Older Siblings support for students In Kenya

Variable Name	Response categories					
	Never		Sometimes		Often/Always	
	N	%	N	%	N	%
IS1G15B	189	20.8	499	54.8	208	22.9

According to Table 15, 77.7% of the respondents were of the view that older siblings of the vast majority of students were at least sometimes available and could help students with their schoolwork during the COVID-19 pandemic. However, 20.8% of students responded that they never received support from older siblings.

Table 16 How Other People than Parents\Siblings Support Students during COVID-19 In Kenya

Variable Name	Response categories					
	Never		Sometimes		Often/Always	
	N	%	N	%	N	%
IS1G15C	415	45.6	409	44.9	74	8.1

Table 16, shows that 415(45.6%) students never received support from other people than siblings and parents. However, only 53% responded that they sometimes, often/always received support from other people in terms of schoolwork. It may be that students who responded that they often/always received support from other people might come from households with middle- or high incomes and had access to some type of schooling. This might also suggest that either school closure policies were less strict or higher-income households had access to online or remote education.

Table 17 No One Available to Help Students during the COVID-19 In Kenya

Variable Name	Response categories					
	Never		Sometimes		Often/Always	
	N	%	N	%	N	%
IS1G5D	525	58.7	308	33.8	68	7.5

Table 17 shows that 41.3 % of Kenyan students reported having “no one” available to help at least sometimes in their schoolwork. This means that 58.7 % of students reported that they never had no one

available to help. In other words, the majority of students had someone to help them at least sometimes with their schoolwork.

Table 18 Relationship between Home-based Support and Socioeconomic Status in Kenya

Variable Name	Variable Description	Sig	SES	
			R	N
IS1G5A	HOW\AVAILABLE HELP\PARENTS OR GUARDIANS	P<.001	.207**	898
IS1G5B	HOW\AVAILABLE HELP\OLDER SIBLINGS	P<.001	-.112**	894
IS1G5C	HOW\AVAILABLE HELP\PPL OTHER THAN PARENTS\SIBLINGS	P<.025	.075**	896
IS1G5D	NO ONE AVAILABLE	P<.001	.116**	899

Table 15:One -Away ANOVA for Socioeconomic background and support from others

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

**. Correlation is significant at the 0.01 level (2-tailed).

In response to the second part of the question; what is the relationship between SES and the different aspects of home-based support? Spearman`s rank correlation was run to examine the relation between Home-base support and the socioeconomic status of students. There was a positive but weak significant correlation between parents /guardian support and the Socioeconomic status of students variables (CI)=(.141,.270) n=898, r = .207**, p<.001. (see Table 18) This indicates that as the frequency of parents/guardians' support increases, socioeconomic status also increases. Secondly, there was a negative but weak significant correlation between support provided by older siblings and students' SES CI(-.172,-.038) n=894, r= -.112, p<.001. This indicates that while the frequency of support provided by older siblings decreases by -.112 the independence variable (Socioeconomic status)increases. Thirdly, there was a weak correlation between support from others and students' socioeconomic status CI(.006,.135) n=889, r=.075, p<.025. This also indicates that while the frequency of support provided by others increases by .075 the independence variable (Socioeconomic status)increases by one unit. Lastly, there was a positive but weak significant correlation between students who have no one available

to help them with their schoolwork and Socioeconomic status variables (CI)=(.056,.176) n=899, r =.116 p<.001. This indicates that while the dependent variable (No one available) increases by one unit the independent variable (Socioeconomic status) also increases.

In summary, students were able to receive some support from parents and guardians during the pandemic. The majority of students had someone to help them at least sometimes with their schoolwork. There was a positive but weak significant correlation between parent/guardian support and Socioeconomic status.

6.2 Research question two

A one-way ANOVA was conducted to evaluate whether there is a significant difference between students' SES and home -base support. The ANOVA showed a statically significant difference between high, medium and low students in terms of the support they received from parents/guardians $F(2,895) = 24.412, P=.001$, Mean (Low SES =2.06, Medium SES=2.26, High SES=2.64). The ANOVA also showed that there were no statically significant differences between medium and low students in terms of the support they received from older siblings $F(22,891)=8.826, p=.001$, Mean (Low SES =2.06, Medium SES=1.96, High SES=1.64) indicating that students from medium and low SES received support from siblings more than students from high SES(Mean= Low SES =2.06, Medium=1.96, High SES=1.64). In terms of support from “others” between medium and low SES, there was no significant difference between them, $F(2,893) =7.719$, Mean (low SES= 1.59, Medium SES=1.77). The ANOVA result further showed that there is no statistically significant difference between Medium and Low SES in terms of no one available to help them $F(2,896) =7.986, P=.001$ (Mean= Low SES =1.53, Medium SES=1.41, High SES=1.19) but there is a statistically significant difference between high SES and the rest.

Table 20 ANOVA for teachers' support and socioeconomic status of Kenyan students

SES	N	MEAN	P	DF	F	SIGNIFICANT DIFFERENT
Low	663	2.4		2	34.65	Yes (high>low)
Medium	201	2.5	<.001	903		Yes(low<medium)
High	42	3.3				Yes(high>medium)
Total	906	2.4				

How do Kenyan students from different socioeconomic statuses compare in the overall support they received from teachers and others with their schoolwork during the COVID-19 pandemic?

In response to question two, a one-way repeated ANOVA was performed to analyse the relationship between support from “teachers” and socioeconomic status. One-way ANOVA was used because the independent variable (SES) was ordinal and this was examined in relation to the composite mean “support from others.” The result of the one-way ANOVA $F(2,903)=34.35$, $P<.001$, $CI(2.319,2.42)$ indicates a statistically significant difference between high, medium and low SES, Mean (low=2.4, medium=2.5, high=3.3) in term of support they received from teachers. That is support from teachers is associated with SES. Students from high SES received greater support from others than from medium and low SES.

Table 21: ANOVA for support from others and socioeconomic status of Kenyan students

SES	N	MEAN	P	DF	F	SIGNIFICANT DIFFERENT
Low	664	2.03		2	38.355	Yes (high > low)
Medium	201	2.4	<.001	903		Yes (low < medium)
High	41	2.6				Yes (high > medium)
Total	906	2.1				

The result of the one-way ANOVA for support from others indicates that there was a statistically significant difference between high, medium and low SES $F(2,903)=38.34$, $p<.001$, 95%, $CI(1.98, 2.08)$, Mean (low= 2.0, medium=2.5, high SES=2.6). Students from low SES received less support from others and the overall relationship was statistically significant. The result revealed that students from high SES (N=41 M=2.6) received significantly greater support from others on average than students from medium and low SES, medium (N=201 M=2.4) and low (n=664 M=2.0). Medium and low SES students also received significantly different support from each other.

In sum, there was a significant difference between students from higher SES in terms of the support they received (home-based, teachers and other support) and students from middle and low SES. However, there was no statistically significant difference between high and medium SES in terms of support from siblings.

6.3 Research Question Three.

How does the effect of this support on students' confidence in schoolwork differ by socioeconomic background? This section is divided into two parts, first comes home-based support and Table 23 has support from teachers and others. This decision was because home-based support items have weak internal reliability and it was not possible to combine the items to form a scale hence all the items were regressed on confidence in schoolwork.

Table 22: Multiple Regression for Home-based Support and Socioeconomic Status

<i>Variables</i>	<i>Model</i>	<i>Beta Coefficient</i>	<i>R²</i>	<i>F</i>	<i>p-value</i>
<i>Low SES</i>	HOW\AVAILABLE	.154	.048	7.330	<,001
	HELP\PARENTS OR GUARDIANS				
	HOW\AVAILABLE	-.091			
	HELP\OLDER SIBLINGS				
	HOW\AVAILABLE	.088			
	HELP\PPL OTHER THAN PARENTS\SIBLINGS				
<i>Medium SES</i>	ISIG15D_R	.085	.039	1.759	.139
	HOW\AVAILABLE	.106			
	HELP\PARENTS OR GUARDIANS				
	HOW\AVAILABLE	-.005			
	HELP\OLDER SIBLINGS				
	HOW\AVAILABLE	-.001			
<i>High SES</i>	ISIG15D_R	.147	.735	16.739	<,001
	HOW\AVAILABLE	.414			
	HELP\PARENTS OR GUARDIANS				
	HOW\AVAILABLE	-.459			
	HELP\OLDER SIBLINGS				
	HOW\AVAILABLE	.064			
	HELP\PPL OTHER THAN PARENTS\SIBLINGS				
	ISIG15D_R	.160			

The Cronbach Alpha reliability analysis shows that home-based support is .211. The analysis also met the assumption of multicollinearity given that the tolerance value ranges from 0.381 to 0.985 while the value inflation factor (VIF) ranges from 1.057 to 2.620 indicating that multicollinearity is not a problem in the study. The result of the hierarchical regression shows that the inclusion of the home-based support for low SES accounted for only 4.8% variance in students' confidence for low SES, $R^2=.048$, $F(4,577)=7.330, p<.001$ and medium SES also accounted for only 3.9% of the variance in student confidence $R^2=.039$, $F(4,175)=1.759, p<.139$, The hierarchical regression further shows the inclusion of home-based support for the high SES accounted for 73% of the variance in student confidence $R^2=.735$, $F(4,34)=16.739, p<.001$, The analysis showed evidence of a significant effect of home-based support on students' confidence for high SES students ($\beta=.634, CI(1.54,1.64)$, $p<.001$)

Table 23: Result of Hierarchical Regression Analysis for teachers, others and students' Confidence in schoolwork in Kenya

Variable	Model		F-Value	R2	p-value
	β	CI:95%			
LOW SES					
SEX	-.032	-.132,.057	.619	.001	
Teachers support	-.007	-.075,.064	52.639	.083	<.876
Support from others	.286	.198, .360	.024	.083	<.013
MEDIUM SES					
SEX	-.014	-.182,.149	.038	.000	
Teachers support	.185***	.085, .338	10.057	.053	<.001
Support from others	.230***	.090, .386	10.837	.107	<.001
HIGH SES					
SEX	.050	.261,1.22	9.740	.208	
Teachers support	.831***	.530, .903	.267	.713	<.001
Support from others	.141***	-.402,.678	60.760	.214	<.001

Note : *** $p <.001$

The Cronbach Alpha reliability analysis shows that support from others is .728, and teachers' support is .887. The analysis also met the assumption of multicollinearity given that the tolerance value ranges

from 0.7 to 1.00 while the value inflation factor (VIF) ranges from 1.00 to 1.395 indicating that multicollinearity is not a problem in the study. The result of the hierarchical regression shows that the inclusion of support from teachers for low SES accounted for only 8.4% of the variance in students' confidence for low SES, $R^2=.083$, $F(1,590) = .024, p<.8$ and medium SES also accounted for only 5.3% of the variance in student confidence $R^2=.053$, $F(1,181)= 10.06, p<.001$, The hierarchical regression further shows the inclusion of teachers' support for the high SES accounted for 71% of the variance in student confidence. The regression was a strong fit and the overall relationship was statistically significant $R^2=.713$, $F(1,35) = 60.76, p<.001$, The analysis showed evidence of a significant effect of teacher support on students' confidence for high SES students ($\beta=.831$, $CI(1,35)$, $p<.001$). Also, the inclusion of sex as a control variable into the model added a 21% variance in predicting student confidence $R^2 = .21$, $F(1,37) = 9.74, p<.003$.

Similarly, the result of the hierarchical regression shows that the inclusion of support from others for low SES accounted for only an 8.3% variance in students' confidence for low SES and a poor fit but statistically significant $R^2=.083$, $F(1,591) = 52.64, p<.001$ and medium SES also accounted for only 11% of the variance in student confidence $R^2=.107$, $F(1,181)= 10.06, p<.001$, The hierarchical regression further shows the inclusion of support from others for the high SES accounted for 21% of the variance in student confidence $R^2=.214$, $F(1,36) = .267, p<.138$, The analysis showed evidence of a significant effect of support from others on students' confidence for high SES students ($\beta=.141$, $CI(-.084, .582)$, $p<.001$). Also, the inclusion of sex as a control variable into the model added a 21% variance in predicting student confidence $R^2=.208$ $F(1,37) = 9.74, p<.003$

7 Discussion of Results

Returning to the research question, the research findings will now be briefly presented and systematically discussed.

The result of the first objective indicates that the vast majority of Parents or guardians (85.7%) in Kenya were at least sometimes available and could help students with their schoolwork during the COVID-19 pandemic while 13.2% of students responded that they never received support from parents /guardians. However, Table 15 shows that 41.3 % of Kenyan students reported having “no one” available to help at least sometimes with their schoolwork. This means that 58.7 % of students reported that they never had anyone available to help. In other words, the majority of students had someone to help them at least sometimes with their schoolwork. Again, the result shows that students from high SES backgrounds received greater home-based support. These results might show how students possess different amounts of cultural and social capital. This could be interpreted that for students from high SES backgrounds born into cultural capital, it is easy for them to acquire more because she /he has what it takes to succeed in their schoolwork. What is interesting is that SES and the frequency of support from parents and others are positively correlated. This means that students with higher SES have good, frequent access to support from parents (especially), but also support from others and teachers. This could be because parents could hire in-home tutors to support their children at home. After all, they possess economic capital. The results also show that students with higher SES get less frequent support from siblings. This may be because support from siblings is not needed. After all, they are getting more frequent support from parents and others. Those with lower SES have to rely on siblings more often, maybe because parents work multiple jobs and do not have the time to support them with their schoolwork.

This study's results support the results of earlier studies that showed that cultural capital/SES is important for students' educational outcomes/opportunities(Bowe et al., 1994; Reay, 2005; Sullivan, 2001) The study finding is further in agreement with Bowe et al., (1994) who suggested that students born into the middle-class home have more advantages because their parents have the economic capital to move them to good schools, they can pay for private tuition and chooses independent school where they obtain social capital. Along similar lines, Cheadle & Amato,(2011); Roksa & Potter, (2011) study indicate that parents of high-SES families are more engaged and involved in their children's education and also appear to provide more academic resources than parents of low-SES families.

However, the study finding contradicts the study of Barger et al., (2019); Hill & Tyson, (2009) who indicated that home-based support (such as parental support with homework) is not positively associated with schoolwork. Also, similar findings have been made in China, where an empirical study suggests that parental homework support is not significantly associated with the academic success of teenagers(Wang et al., 2016)

The second objective was to look into how Kenyan students from different socioeconomic statuses compare the overall support they received from teachers and others with their schoolwork during the COVID-19 pandemic. The study found a significant difference between high, medium and low in students' SES. This study finding seems obvious as discussed above. It can be interpreted from the result of this objective that students born into medium SES families have social capital in the context of education. High/middle SES parents may have contact with schools/teachers that work in their favour. It is therefore not surprising that teachers and other people offered support to students from a higher socioeconomic status than a student from a low SES background. The finding also may suggest that students from poor, vulnerable and marginalised households could not access learning through the new medium which raised concern about the socioeconomic equity of learning opportunities in Kenya and that may be the reason for receiving less support from their teachers and other people. The finding is in line with Granot, (2014) study that a positive relationship between teachers and their students may favourably impact their academic behaviour. As reported by, the Organisation for Economic Co-operation and Development (OECD, 2012) if teachers are aware that students' parents are more engaged, they might pay closer attention to them.

The third objective sought to examine the effect of this support on students' confidence in schoolwork differing by socioeconomic status. The result indicates that there is a strong association between students from high SES in terms of the support they received and confidence in their schoolwork. Students from high SES backgrounds received greater support from teachers and others and had more confidence in their schoolwork than students from medium and low SES backgrounds. The result backs Bourdieu's view that cultural capital is unequally distributed according to social class and education. In other words, education during the pandemic contributed to reproducing social inequalities. This builds students from high SES background's confidence in their schoolwork and it may give them further opportunities in life, and contribute to their motivation to keep learning and attending school which are then passed on to their future children creating a cycle of social reproduction.

Consequently, Students from High SES received strong support from teachers and others because their parents could afford the new medium of instruction used during the COVID-19 pandemic such as the internet, data, and laptops which support the new medium of learning such as Zoom and Microsoft Teams (online learning). They may also have access to Television and radio to complement their studies.

Since children from higher SES have easy access to these educational resources, or "cultural capital," it may be simpler for teachers and other adults to assist them in their schoolwork than it is for children from lower SES. These educational materials help students from higher SES to build confidence in their schoolwork since they can advance themselves in self-learning more than students from low SES.

Again, maybe that, students from higher SES may have more time at home since their parents could afford the assistance of home care professionals, relieving them of household duties and allowing them to focus on their schoolwork. Whereas children from lower socioeconomic status families frequently assist their parents with household duties or work to support the family, resulting in receiving less support from teachers and others which leads to a lack of confidence in their schoolwork.

The study findings are consistent with the PISA study from 2018, which discovered that, in virtually every country, pupils from socioeconomically disadvantaged backgrounds reported having lower overall self-confidence than their more privileged counterparts (OECD, 2019). Similarly to this, Jerald & Shiela (2020) discovered in their study a connection between students' self-confidence levels and performance tasks. This means that students who devote more time and receive support from parents, teachers and others may tend to have more confidence in their schoolwork than students who spend less time and receive less support.

8 Summary, Conclusions and Recommendations

8.1 Introduction

This chapter summarizes the major findings, draws conclusions, and offers recommendations based on the research. The chapter also discusses the study's contributions to knowledge and makes recommendations for further research.

8.2 Summary

The study's goal was to examine students' support and perception of their confidence in schoolwork during the COVID-19 pandemic in Kenya using the Response to Educational Disruption Survey (RED) 2021. To attain the purpose, the study was guided by the following research questions.

1. Who provided home-based support with schoolwork to Kenyan students during the COVID-19 pandemic? Was there a difference in the socioeconomic background?
2. How do Kenyan students from different socioeconomic backgrounds compare in the overall support they received from teachers and others with their schoolwork during the COVID-19 pandemic?
3. How does the effect of this support on students' confidence in schoolwork differ by socioeconomic background?

Secondary data was employed from RED2021. Data was collected in Kenya grade 8 schools through a two-stage sampling approach. A total of 910 samples were used to analyse the data for this study using SPSS. Statistical approaches used in the investigation included Percentages, Mean standard deviations, Spearman Moment Correlation, ANOVA and Multiple regression.

The concept of cultural capital has been assimilated into the data available to the researcher by using the REDS questionnaire that measures students' cultural capital such as the socioeconomic status variables. The researcher has been able to provide a better test of Bourdieu's theory of social reproduction. Part of Bourdieu's theory claims that cultural capital is transmitted by higher-class parents.

8.3 Key Findings

The following are the important findings as they relate to the study's objectives:

The study's initial goal was to find out who provided home-based support with schoolwork to Kenyan students during the COVID-19 pandemic. Was there a difference in the socioeconomic background? The results of the survey revealed that the vast majority of parents /guardians and older siblings provided home-based support for Kenyan students during the COVID-19 pandemic. However, 58% of the student responded that they had no one available to help them do their schoolwork. The second part of question one also revealed that there was a positive but weak significant correlation between home-based support and socioeconomic status.

The second objective sought to examine how Kenyan students from different socioeconomic backgrounds compare the overall support they received from teachers and others with their schoolwork during the COVID-19 pandemic. The result indicates that there was a significant difference between high SES, medium and low in terms of the support they received during the COVID-19 pandemic.

The third objective was to examine how support for students' confidence in schoolwork differs by socioeconomic status. The study results show that students from high SES backgrounds received greater support from others and teachers and were more confident in their schoolwork than students from medium and low SES backgrounds. The element of Bourdieu's theory is that cultural capital is transmitted by higher-class parents. The finding shows that cultural capital is strongly associated with the support received by students from higher SES backgrounds. The view that parents' capital is transmitted from parents to their children is strongly supported in this study's findings.

So the research study gives a fair test of Bourdieu's theory of social reproduction and found that it helps to explain class differential in the support given to students. Cultural capital does have a significant effect on student confidence in schoolwork,

In sum, this study vindicates the usefulness of cultural and social capital and does support the theory of social reproduction.

8.4 Limitation

The generalisability of the results is limited despite the finest care and attention being given to this study, some limitations must be addressed. Since this study only uses secondary data, it can only use the measurements and data that are publicly available. The ideal measure of support is a difficult issue with

numerous, sometimes conflicting viewpoints. It can be argued that other significant aspects (such as school, well-being, and emotions) are either left out or could have been examined to a greater extent but this study is restricted to the definition and measurement of REDS.

Secondly, it would have been beneficial to add school-level variables but doing so would be inappropriate due to a large amount of missing data (half of it). The selection of the variables is further constrained by the theory's emphasis on capital.

Additionally, Kenya was unable to provide information on the number of absent students, preventing accurate computation of selection probabilities, sampling weight, and participation rate. Therefore, the results based on the student data represent the opinions and experiences of the respondents and will not be used to infer the target population.

8.5 Practice Recommendation

These findings allow parents, teachers and school administrators to make some significant practice recommendations for their day-to-day work. Based on the results from this research, teachers/schools may consider providing extra support for students from low SES backgrounds.

The results of this study also have significant ramifications for parents/guardians, students, teachers, decision-makers in government, and researchers in education. Interventions that aim to improve student support in planned and unplanned situations cannot be restricted to teachers and schools only. The results indicate the greatest need to consider home-based support and support from others as enriching tools for improving students' confidence in schoolwork rather than just students and teachers. This can be accomplished through the equitable contribution of both parents and teachers. It is important to inform students, parents, and guardians about how this home-based support affects their children's confidence.

The findings usually emphasize the significance of addressing and reducing socioeconomic disparity situations in Kenya for the sustainability of educational and economic outcomes. Measures to lessen socioeconomic inequality in societies would also benefit parents/guardians given its favourable and large impact on students' confidence in schoolwork.

The evidence from these findings implies that one approach to close the support gap between high and low SES students' confidence in their schoolwork in Kenya is to close the inequality gap in the educational sector. Greater collaboration between schools and parents should be considered a better option to improve students' confidence

8.6 Future Research

Notwithstanding these limitations, the researcher believes this study represents a fair initial effort to close the research gap on the student's support and perception of their confidence in schoolwork. Even though inferences cannot be made from this study due to sampling limitations, it does shed light on social reproduction and unequal educational difficulties of those who responded to the REDS questionnaire as well as the story of underprivileged children, from which we may undoubtedly draw inspiration. Consequently, I propose that future research should focus on the following; support given to less privileged student groups after the pandemic. Moreover, researchers can conduct qualitative studies to unearth the reason behind the findings in this research.

Given the scope of the current study, future research should concentrate on comparable studies in Sub-Saharan African

8.7 Conclusion

Kenyan students were already vulnerable before the COVID-19 outbreak, even though the entire world's educational system has been impacted. The majority of the students had to continue their schoolwork online, on radio, TV and other platforms at home but students have been facing various problems related to an unfavourable study environment at home ([Barrot et al., 2021](#)). It would be safe to assume that this sudden change was upsetting particularly to vulnerable students. One such disparity was the student support gap, which is related to stratification based on access and non-access to capital (SES).

To lay the groundwork for an in-depth comparison, the sample from the Kenya REDS 2021 dataset was split into three subgroups with three varying degrees of socioeconomic status (low, medium & high). The study's theoretical framework was Boudiurs' theory of social reproduction. The various forms of capital were operationalised and measured as follows; cultural capital (SES), social capital (Home-based support, support from others and teachers) Students' support was measured using a multi-dimensional tool that took into account home-based support from others, and support from teachers. Following that, the bivariate analysis of means, one-way ANOVA, and multiple regression were used to analyze the secondary data.

The findings of the research showed that the subgroup of students from high SES backgrounds did indicate significant differences in several measures of student support and confidence when compared

to their peers. However, there was no significant difference between children from medium and low socioeconomic statuses but a significant difference was found for high SES students in terms of the support they received from teachers.

Additionally, the limitations concerning the inference as well as the validity and reliability were discussed, which led to the conclusion that the study results based on the student data represent the opinions and experiences of the respondents and will not be used to infer the target population.

The significant findings of this study highlight a "gap in student support" in Kenya as well as the significance of student SES as a determining factor in students' confidence in school. These findings are original and add to the body of knowledge of the work of Bourdieu, P, (1986); Reay, (2004, 2005); Stanslaus, (2016); Vurayai, (2022) on how social reproduction is realised through the school system and offer new information that can be used to improve educational policies. This thesis concludes by urging all educational researchers to think about focusing their future work on the student support issue, which is regrettably still mostly untapped.

9 Reference

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10 Appendices

10.1 Appendix. Selection of relevant articles for literature review

An electronic search was conducted on 18th January 2023 using the University of Gothenburg library and Google Scholar. The search aimed to locate articles related to an interdisciplinary body of academic literature about home-based support, teacher support, support from others and confidence in schoolwork in Kenya and the rest of the globe. The most widely used databases include; Google Scholar, Scopus, and Eric (Education Resources Information Centre). Using at least three databases provides safeguards that are more likely to overcome each database's constraints.

Through the University of Gothenburg library's Super Search, a search for an interdisciplinary corpus of scholarly literature was conducted using keywords such as "parental support" and "self-confidence" and education and covid "home-based support", This identified more than 9080 pieces of scholarly literature for analysis. The number of publications was too high at this point, so the same search strategy was limited to academic literature in the Scopus and Eric databases using the keywords: parental support" in combination with "self-confidence", producing twenty-two research publications, sixteen of which are articles, three of which is a book, and the other of which is a book chapter.

Only nine publications were chosen based on their relevance to the study. However, these nine publications were insufficient to serve as the sample or corpus for this review, so additional searches were conducted on several occasions in Scopus, Eric, and Google Scholar with the keywords "Kenya, parental support" and "self-confidence" and education and COVID "home-based support. Unexpectedly, Google Scholar turned over 234 results for literature.

Several searches were employed to gather the best possible pool of studies to represent many existing studies on aspects of teacher support, parental support and self-confidence. The search was conducted using Scopus, and Eric.

For students' SES background, the terms socioeconomic status and confidence were used. Forty-eight articles were found through the search. Duplicate publications were eliminated after uploading all the recognised publications to Zotero. The available publications in my possession were therefore screened based on full text, and those that were unrelated to my topic were removed by skimming and critically

evaluating the titles and abstracts. This led to at least twenty scholarly articles, including academic book chapters, for my review. Below are the selection criteria used.

Selection Criteria

Several search criteria that informed my choice to take into account inclusion and exclusion criteria for research publications determined the scope of this evaluation. As a result, the following was provided as the framework for inclusion and exclusion:

Inclusion criteria:

studies showing qualities of student confidence and support from teachers, parents, and other people.

- Studies that serve as outcome measures of student confidence in their schoolwork.
- studies that are only available in English. For instance, more than 90% of articles are written in English. Studies conducted in Kenya, Africa, and other parts of the world. As a result, research across the rest of the world was required to draw conclusions from studies conducted in other nations and possibly spot gaps in the body of knowledge on Kenya.
- A time frame, such as articles that were published between 2000 and 2010 or between 2011 and 2022, which were judged relevant to examine the most recent research findings.

Exclusion Criteria

Studies published before 2000.

- Incomplete publication details
- studies devoted to non-English language and book reviews.

However, I must point out that after reading extensively on my topic, a decision was made to include a few older publications. These publications are outside of my critical timeframe (2000-2010/2011-2022), but I still refer to them because they present intriguing findings and essential context for further research. Furthermore, relevant research could be included in a variety of journals that are indexed in various databases.

However, suggestions from the University of Gothenburg librarian, my supervisor, preliminary searches, and a careful examination of individual titles influenced my choice of databases.