

Family Communication Patterns as a Determinant of Learners' Academic Performance in Selected Schools in Baringo North Sub-County, Kenya

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Abstract

This paper explores the contribution of the family communication patterns to learners' academic performance in selected schools in Baringo North Sub-County, Kenya. A mixed-methods approach was employed, with qualitative and quantitative data gathered through questionnaires, the Family Resilience Assessment Scale, and Interviews. Purposive sampling was used to select the schools that participated in the study based on their performance and their category: County-level schools. The sample comprised 363 students, 50 teachers, and 5 parent representatives. The results revealed a strong, statistically significant effect of family communication on academic performance ($\beta = 0.453$; $p < 0.05$). The study concludes that children's learning behavior is greatly impacted by the values they are taught at home. In particular, learners who value respect can apply it at school, thereby improving their academic achievement. In addition, values instill in students the courage to approach teachers, the confidence to ask questions, and the ability to engage in class, all of which facilitate learning. Second, active family involvement in school activities is one of the major elements impacting students' academic success. Learners' performance is influenced by the family's ability to cope with and adjust to changes. Parents must recognize and prioritize the value of their role in their children's education and support their needs. Finally, Students' academic performance can be enhanced by parents and teachers communicating openly and efficiently. The study recommends that parents and guardians have a fundamental responsibility to teach their children the moral values and social skills required for lifelong learning. Second, families and communities establish routines for children and create a positive learning environment. This will help students cultivate a disciplined approach to learning. Effective communication between parents and schools requires active listening, transparency, and trust.

Keywords: Family Resilience, Family Communication, Academic Performance, and Learners, Resilience



Introduction

Family communication is one of the family resilience domains, as defined by Walsh (1998), and includes the family belief system, family organization, and family communication. Family resilience consists of three domains: family belief system, family organizational pattern, and family communication. This paper focuses on family communication, defined as the family's ability to face difficulties with clarity through the free expression of emotions and pain. These families support and collaborate when resolving conflicts or problems that arise (Walsh, 2015). In addition, he argues that the communication process comprises the following: fostering positive interaction with mutual respect, joy, gratitude, and affection in a relaxed manner; clear communication; and the ability to overcome problems together through constructive, creative discussion.

Families live in a complex society where family structures are undergoing significant changes due to modernization and the influence of Western culture. This kind of change may affect children later in life. Being aware of children's vulnerability, the family can either support them or cause them more problems, because the home is the first school where children are nurtured and formed before attending their formal school. If the family is functional, the children will develop resilience and lead better lives, but if the family is dysfunctional, problems will arise and cause greater harm to the children (Epstein, 2011).

According to Alard (2016), A well-functioning family provides children with emotional care, clear communication, and a stable environment. These elements are key in helping children build resilience and cope effectively with challenges. Hence, resilience is positively associated with academic performance. In addition, Adeniji, Akindele-Oscar, & Mabekoje (2023) argue that a functioning family setting provides a supportive environment, making children feel safe and valued, thereby fostering perseverance and strategies to manage their difficulties. Resilient characteristics are associated with greater achievement in school because children can successfully manage their educational constraints and remain optimistic in their studies.

Encouraging open and honest communication within families can help students express their academic challenges and receive support from their family members (Sanguiliano et al., 2017). Other scholars affirm that open, clear, and supportive communication within families promotes resilience (Walsh, 2003). This was also observed among families in Baringo North Sub-



County. When parents were involved in education by helping their children with assignments and participating in school meetings, they contributed to encouraging good performance, as affirmed by Ronoh, Ayub, Chepchieng, and Njonge (2021).

The family serves as the fundamental learning environment where children develop behavioral patterns, interaction, and relational skills that impact their academic trajectory. Contemporary families, especially in Africa, face numerous challenges, including food insecurity, conflicts, natural disasters, health issues, and a lack of good leadership that threatens family stability and functionality, subsequently affecting children’s educational outcomes. While Scholars such as Alard (2016), Chinyonga and Naidu (2024), and Masud, Thurasamy, and Ahmed (2015) demonstrate that the home environment significantly influences academic performance through parental modeling, socialization, and resource provision, with dual parenting typically fostering better achievement than single-parenting. The research assesses the effectiveness of family communication on learners’ academic performance in the three selected schools in Baringo North Sub-County. A purposive sampling technique was used to select the three schools based on their KCSE 2024 performance. The three schools are county-level schools, where students come from the local area, and they performed better than other county-level schools.

Literature Review

Effectiveness of Family Communication on Learners’ Academic Performance

According to Balswick and Balswick (2007), communication is the heart of the family, where each family member interacts verbally or non-verbally with others to express emotions, thoughts, and wishes. In addition, communication facilitates the growth of family relationships through honest expression of thoughts and emotions. Sheridan, Sjuets, and Coutts (2012) affirm that parents teach their children about appropriate conduct through daily interactions and propose actions such as social skills and emotional regulatory skills. This informal education may serve as a necessary condition for educational achievement in class. Duncan, Garrison, and Killian (2021) state, “communication is a process of problem-solving that refers to the ability of families to approach a difficult situation with clarity, support, and express appropriate emotional responses to adversity and collaborate in problem –solving.”

Communication and problem-solving play an important role in learners’ academic performance. Marandu (2021) points out that dialogue and listening are important because, through



them, children feel challenged, especially when asked to take on responsibility and allowed to talk about their growth and maturation. This helps them be more open, responsible, and own their mistakes, thereby working toward improving themselves. Through dialogue, parents can challenge their children's behavior and academic performance.

Duncan, Garrison, and Killian (2021) argue that communication and problem-solving are the family's capacity to navigate difficulties with discernment and coherence, while supporting one another by expressing their feelings appropriately as they walk together towards problem-solving. This calls for mutuality because everyone's effort will be required to fight a common enemy, which may lead to family dysfunction. A functional family supports the continuation of the family's daily routine and encourages learners to continue their studies without interference. Balswick and Balswick (2007) rightly said that the emotional bond between parent and child is a very significant element in a child's growth. They noted that a lack of well-built psychological attachment between children and parents can lead to extensive problems in their lives, and even worse if they lack emotional bonding with their father.

Li and Guo (2023) affirm that when a family spends quality time with their children, they foster communication and problem-solving skills, which enable them to perform well. This is because family interaction shapes both children's conduct and their overall well-being, a crucial factor in fostering good behavior and Educational success. In addition, Epstein (2011) argues that time well spent with family provides children with lifelong benefits beyond emotional well-being. That quality family interaction provides children with a safe environment to practice essential skills such as listening, negotiating, and resolving conflicts. Hence, translate these skills directly into classroom success by collaborating with peers and meeting teachers' expectations. The children also build confidence when they are supported by their families, and reduce anxiety and improve focus on their schoolwork.

Thatcher (2020) supports the idea of quality family time, arguing that children who spend significant time with their families acquire valuable skills such as communication and problem-solving, which aid their academic success. Children can learn from their parents and siblings different ways of handling their academic challenges, which are modeled at home. They can also learn to identify, express, and manage their emotions with parental guidance.



Problem-solving is successful when issues are resolved at home, decisions are made jointly on how to address them, and they are later monitored and evaluated (Fierloos, 2017). In addition, she said that family warmth could be enhanced when caregivers actively listen to their children, as this will make them feel valued and appreciated and help them behave positively. In that case, they can be positive about their studies and perform well academically, as good behavior and discipline go hand in hand with academic performance.

Communication and problem-solving also play an important role in learners' academic performance, as parents can follow up on their academic progress and any other school matters, and assist learners with homework where necessary (Alonso et al., 2017). During academic clinics or parent-teacher conferences, teachers can also contact parents if there are any issues. To improve pupils' academic performance, communication helps parents understand how their children are progressing in their education and provides advice on matters such as disciplinary processes and educational schedules. Choge and Edabu (2023) noted that communication helps parents understand students' educational progress, guidelines on matters such as disciplinary procedures, and the education schedule, thereby enhancing positive academic performance for learners.

Zou (2023) observes that timely and effective interaction between families and schools fosters consistency in children's learning experiences across contexts, enabling smooth transitions without adversely affecting academic performance. Through family-school communication, teachers and parents can stay in touch with children's experiences at home and at school, combining parents' knowledge of their children with educators' skills to create a comfortable learning environment. Balswick & Balswick (2007) also emphasize the importance of communication between home and school, as it fosters integrity, trust, a sense of unity, and collaborative relationships between families and schools, which are necessary for monitoring students' progress.

Learners' Academic Performance

This study defines learners' academic performance as students' achievement by the end of a term or year, as reflected in their acquisition of knowledge, skills, attitudes, good grades, and behavior useful in society. Many factors can affect learners' academic performance. Crespo, Alonso, and Muniz (2019) argue that personal, social, and family factors affect learners' academic performance. They suggested that to improve the performance and reduce academic failure, those



factors should be understood. Alam and Islam (2022) found that parents' careers and educational attainment were predictors of school performance. They further emphasized that academic achievement, as well as student education, plays a significant role in creating better citizens and producing quality human resources and leaders for the country's economic and social development. In addition, Ominde (2024) quoted the words of Dr. Kiboro, the Nation Media Group chairperson, who said, "Education is a powerful tool that can help you get to the next level of your life, and nobody can take it away from you." Some research has revealed that students with high academic achievement are important. Academic achievement is an important asset to any country, while poor academic performance may have negative consequences (Masud, Thurasamy & Ahmed, 2015).

According to research, families with enough assets, including physical and human capital, often see better academic performance in their children (Mwangi & Muriuki, 2019). Sanguiliano et al. (2017) argued that education begins at home and that families who encourage their children to communicate with respect, participate in quality family time and community events, and engage in extracurricular activities and common resources prepare their young ones for academic achievement. There is also the idea of following up on students' progress and providing access to educational resources, which is a great support that a family can offer learners and ultimately contributes to academic achievement. The family may seek help from the community if they are unable to raise funds to meet their children's educational needs.

Methodology

Creswell (2008) defined research design as "procedures for collecting, analyzing, and reporting research in quantitative and qualitative research". This study employed a mixed-methods, descriptive research design, in which the researcher gathered qualitative and quantitative data and analyzed them separately. The qualitative data added in-depth detail to the study, providing support for the quantitative data, as affirmed by Maxwell (2019). Creswell and Creswell (2018) affirm that qualitative and quantitative data often produce similar results when combined. The study's mixed-methods approach is an embedded design, in which data integration is based on the convergence of primary and secondary data.

The study focused on the three selected schools in Baringo North Sub-County: Kipcherere Mixed School, Aiyebo Boys, and Tanyilel Girls Secondary School. The target population was 606



Students, 75 teachers, and 5 parents’ representatives. The study employed a purposive sampling procedure to select the three schools: students, teachers, and parents’ representatives. The sample comprised 418 participants: 363 students, 50 teachers, and 5 parent representatives. The return rate was 416 because two parents were not available. The research instruments employed included the Family Resilience Assessment Scale, administered to students; teacher questionnaires; and interview schedules for parents’ representatives.

A pilot study was conducted to test the reliability of all instruments used in this study. After collecting data, the researcher categorized responses according to the research questions, analyzed the quantitative data using SPSS 2026, and used descriptive statistics to analyze the data. Furthermore, inferential analyses were conducted using Pearson’s correlation and multiple linear regression. The qualitative data were analyzed using thematic analysis, in which the researcher categorized and coded them into themes.

Results and Findings

Descriptive Analysis

The research aimed to ascertain the effectiveness of Family Communication (FC) on learners’ academic performance in Baringo North Sub- County. In research, descriptive analysis is the process of organizing and summarizing data to clearly understand the patterns and characteristics of a phenomenon. It uses tools such as averages, percentages, and visual displays to provide a clear picture of the data. This approach is often the first step in empirical studies, laying the groundwork for more complex analyses. Loeb et al. (2017) note that descriptive analysis is especially valuable because it helps researchers identify trends and differences within populations before moving on to causal explanations. The results are presented in the table below:

Family Communication and Learners’ Academic Performance

STATEMENTS	SD	D	A	SA
1. Our family structure is flexible to deal with the unexpected	11%	18%	42%	29%
6. We all contribute to major family decisions	6%	9%	36%	49%
7. We are able to work through pain and come to an understanding	5%	6%	38%	52%
8. We are flexible to the demands placed on us as a family	8%	19%	44%	28%
9. We are open to new ways of doing things in our family	2%	13%	43%	42%



10. We are understood by other family members	8%	19%	41%	32%
14. We can ask for clarification if we do not understand each other	4%	7%	43%	45%
15. We can be honest and direct with each other in our family	3%	8%	38%	50%
16. We can share our feelings freely without upsetting someone	10%	18%	38%	34%
17. We can deal with problems when they come up	6%	10%	44%	40%
18. We can deal with family misunderstanding in accepting a loss	9%	17%	43%	31%
20. We can question the meaning behind messages in our family	7%	19%	48%	26%
23. We can talk about the way we communicate in our family	5%	8%	44%	42%
24. We can work through difficulties as a family	4%	8%	40%	47%
25. We consult with each other about decisions	4%	6%	37%	54%
26. We describe problems positively to solve them	2%	10%	41%	47%
27. We discuss problems and feel good about the solutions	4%	6%	43%	46%
28. We discuss things until we reach a resolution	3%	5%	44%	48%
29. We feel free to express our opinions	5%	14%	40%	41%
30. We feel good giving time and energy to our family	2%	6%	40%	52%
31. We learn from each other's mistakes	1%	5%	39%	54%
32. We mean what we say to each other in our family	3%	15%	40%	42%
33. We share responsibility in the family	2%	4%	34%	61%
34. We tell each other how much we care for one another	5%	10%	38%	47%
35. We try new ways of working with problems	5%	7%	45%	43%
36. We understand communication from other family members	5%	12%	45%	39%
37. We try to make sure that family members are not emotionally or physically hurt	<u>4%</u>	<u>8%</u>	<u>31%</u>	<u>56%</u>

(Researcher 2026)

A healthy family structure is thought to have a positive effect on students' academic achievement. In this study, 42% agreed that their family structure is flexible enough to handle the unexpected. Similar views were propounded by 44% of those who asserted that they were flexible to the demands placed on us as a family. Consequently, family structure is an extrinsic factor that influences teenage development, which, in turn, influences learning outcomes and student achievement. According to Balswick & Balswick (2007), communication between home and the school is crucial for fostering integrity and trust. Building a sense of togetherness within the family also depends on each member interacting verbally and non-verbally with others to express their thoughts, feelings, and desires. Additionally, communication fosters family bonds by allowing



people to express their thoughts and emotions freely. This implies that communication between families and schools fosters a collaborative relationship necessary to monitor students' progress.

Establishing family decisions promotes open communication and fosters a sense of respect and inclusion. In this study, up to 49% of participants reported contributing to major family decisions. Similarly, 52% agreed that they can work through pain and reach an understanding. Additionally, 48% and 44% of the participants strongly agreed and agreed, respectively, that they discuss issues until they are resolved. These findings align with those of Duncan, Garrison, and Killian (2021), who affirm that communication and problem-solving are the family's capacity to address difficulties with clarity, support one another, express their emotions appropriately, and work together to find solutions. This necessitates cooperation, as everyone must work together to combat a single threat, which could disrupt the family.

Communities that welcome change are better able to deal with life's obstacles and unforeseen situations. According to the results, 43% reported being open to new ways of doing things in their family. In addition, 41% agreed that other family members understood them. This suggests that adopting different approaches enables people to express their creativity and acquire new abilities, improving a peaceful home atmosphere. According to Miller (2016), people undergo difficult changes throughout their lives that require acquiring skills and competencies to cope successfully. Keeping lines of communication open and honest within the family is one of the most crucial aspects in managing life transitions. Every member ought to feel comfortable sharing their ideas, worries, and feelings. Establishing a space where everyone's emotions are respected and affirmed is essential. Sometimes it is easy to overlook self-care amid the pressures of a difficult life transition. However, to help others, one must take care of oneself. Encourage everyone in the family to engage in relaxing, rejuvenating activities.

Promoting successful family communication requires family members to be honest and to consult with one another constantly. In this study, 50% reported being honest and direct with family members. A similar observation was made by 45% who affirmed that they could ask for clarification if they did not understand each other. In addition, 54% of respondents agreed that they consult with one another about decisions. This suggests that when family members engage honestly and openly, a foundation of trust is created that fortifies the family. This improves students' academic achievement. This present finding corroborates that of Alanso et al. (2017),



who emphasize that communication and problem-solving skills are crucial for students' academic success, as parents can monitor their children's academic progress and address other school-related issues, and help with homework when needed. During academic clinics or parent-teacher conferences, teachers can also contact parents if there are any issues. To improve pupils' academic performance, communication helps parents understand how their children are progressing in their education and provides advice on matters such as disciplinary processes and educational schedules.

Children who learn to tackle conflicts on their own acquire important abilities, such as resilience, which equips them to deal with difficulties in novel ways. In this research, up to 38% of participants agreed that they could share their feelings freely without upsetting others. In addition, 44% affirmed that they could handle problems when they arose. This shows that, for children to become autonomous and continue learning new skills and talents, they must learn to accomplish things on their own. Additionally, this could strengthen their academic performance and development. These findings align with those of Parfilova and Karimova (2019), who state that a key sign of personal growth is the capacity to forge positive connections with others and successfully resolve difficult situations. The early phases of personality formation are when each individual develops their own conflict-related behavioral patterns.

Resolving family conflicts is essential to one's recovery because it fosters a secure and encouraging environment inside the family. According to the study, 43% of respondents agreed that they could handle family misunderstandings when accepting a loss. Additionally, 48% of the participants agreed that they could question the meaning behind messages in their family. In a similar observation, 47% of the participants indicated that they could work through difficulties as a family. Furthermore, 44% reported that they could discuss how they communicate within their family. It implies that collaborating as a family to overcome challenges is crucial, as it builds emotional resilience and strengthens the family. The presence and connection with siblings might influence a child's impression of their academic success and goals. This is because older siblings can provide moral support to younger ones. Children's socialization and development are greatly influenced by their siblings, whose connections and interactions influence family resilience and academic performance. This result is consistent with the findings of Li and Wu (2020), who discovered that cooperative sibling relationships can improve academic performance and engagement. However, sibling rivalry and competition can also affect academic performance.



Depending on the nature of the comparison, siblings may participate in processes in which their academic accomplishments are assessed and compared, which may result in either motivation or disengagement.

The ability to communicate and solve problems is crucial to students' academic success. Students' motivation and involvement can be raised by framing problems as chances for growth. According to this study 47%, agreed that they express problems positively to solve them. Additionally, 46% affirmed that they discuss problems and feel good about the solutions. Similarly, 42% of participants agreed that they meant what they said to each other in their family. In another finding, 45% agreed that they always try new ways of working on problems. This suggests that students who solve problems make better decisions and manage their time more effectively. This enhances students' academic achievement. The results of this study are consistent with those of Marandu (2021), who emphasizes the value of communication and listening because they challenge children, particularly when they are pushed to take responsibility and given the chance to discuss their development. This encourages learners to accept responsibility for their actions, be more forthcoming, and own up to their faults to better themselves. Parents can confront their children's conduct and academic achievement through discourse.

Children who spend quality time with their families have higher social and academic outcomes. According to this finding, 41% report feeling free to express their opinions. A similar finding was supported by 52% of those who agreed that they felt good giving time and energy to their family. This demonstrates that connecting and working with family members can enhance a child's social skills and capacity to build wholesome relationships. These findings align with those of Thatcher (2020), who highlights the numerous lifetime health benefits of spending quality time with family. Children who spend significant time with their families acquire valuable abilities. A child's academic success is aided by the communication and problem-solving skills that families cultivate. Therefore, a child's conduct and academic performance are influenced by how they spend their time.

Children who share responsibilities are better positioned to overcome obstacles and learn time management skills. In this regard, 61% and 34% of participants strongly affirmed and agreed that they shared responsibility in the family. In addition, 47% affirmed that they tell each other how much they care for one another. This may suggest that the degree to which people entrust one



another’s responsibilities is a sign of their concern for one another. These findings are consistent with those of Syakhrani and Aslan (2024), who state that children develop into capable and conscientious adults when they learn to take responsibility for their actions and environment. Children learn to identify, communicate, and control their emotions through parental guidance. Children’s self-confidence and self-esteem are also improved by the family’s encouragement to pursue their hobbies and skills. They learn that their actions have consequences and become more conscious of their place in the community. Teaching responsibility involves more than just adhering to regulations; it also involves cultivating an attitude of consideration, decency, and initiative.

Open communication fosters trust and a sense of unity among family members by enabling them to express their emotions. In this study, 45% agreed that they understood communication from other family members. In addition, 54% of the participants also agreed that they learn from each other’s mistakes. This suggests that a strong foundation in effective communication strengthens family unity, which in turn encourages children to develop the abilities required for academic achievement. Ramelan (2024) asserts that good communication improves family ties by fostering mutual understanding. Improved communication enables individuals to communicate their needs, emotions, and worries. Through communication, family members learn how to listen intently and communicate their needs and feelings more effectively.

Family Communication and Learners’ Academic Performance: Teachers’ Perspective

The third objective was to assess the effectiveness of family communication on learners’ academic performance. The table below shows teachers’ responses.

Family Communication and Learners’ Academic Performance: Teachers’ Perspective

Statement	SD	D	A	SA
Through communication, parents teach their children some essential skills, basic for their education	0%	2%	30%	68%
Honest communication between parents and children gives room for dialogue on challenges concerning their academics	0%	0%	20%	80%
Communication brings clarity and collaboration in a family	0%	0%	28%	72%



Family love and concern encourage positive results for the learner	0%	0%	18%	82%
Teacher-parent and student relationships contribute to performance	0%	2%	12%	86%

Source: Researcher (2026)

To support students' academic performance, communication between parents and their children is essential. It was observed that 68% and 30% of the participants agreed that, through communication, parents teach their children essential skills that are basic to their education. Correspondingly, up to 80% and 20% of participants indicated that honest communication between parents and children provides a space for dialogue about academic challenges. This result supports Febres's (2025) assertion that one of the most important components of creating solid, wholesome family ties is communication. It provides the basis for trust, emotional growth, and enduring relationships between parents and children. Children who have open and effective communication not only feel heard and appreciated, but they also gain the self-assurance and abilities necessary to navigate their environment successfully.

Effective and transparent communication between educators and parents can improve students' academic success. In this research, 86% and 12% affirmed that teacher-parent and student relationships contribute to performance. Thus, parent-teacher communication is essential to boosting students' academic progress. This finding aligns with Zou's (2023) observation that timely and effective interaction between families and schools fosters consistency in children's learning experiences across contexts, enabling smooth transitions without adversely affecting academic performance. Teachers and parents can learn more about children's experiences in both settings through family-school communication, which combines parents' knowledge of their children with educators' skills to create a welcoming, comfortable learning environment.

The study acknowledged that families with high levels of internal communication help their children acquire lifelong learning skills. In the current study, 72% and 28% affirmed that communication brings clarity and collaboration within a family. Furthermore, 82% and 18% indicated that family love and concern encourage positive outcomes for the learner. This result concurs with that of Amoah (2025), who highlights that families with excellent internal communication are often better at advocating for their children's needs in educational environments, thereby positively impacting student conduct and academic achievement. This



demonstrates how family communication dynamics directly influence how students interact with outside systems, such as schools, and how this affects their overall achievement.

Parents were interviewed to provide information on the effectiveness of family communication on learners' academic performance.

The first respondent reported that,

It is the role of parents to follow up on learners' academic progress, help them learn faster, and perform well. This creates ample time and a peaceful mind for learners to perform well. Secondly, effective communication reduces conflicts amongst students, teachers, and support staff, thereby creating a peaceful learning environment that leads to high performance. Thirdly, family sharing of challenges and experiences helps to reduce stress and strikes among students, which normally affect students' performance. Finally, through communication, students share their challenges and learn to persevere, especially during times of shortage. Therefore, open and honest communication between parents and students promotes resilience and helps students get quick, accurate information, which helps them grow in reality and avoid gossip, which takes up much of their study time.

On the same theme, the second respondent affirmed that,

Smooth communication among family members helps students perform well, but a breakdown in communication affects their performance. Moreover, clear communication with the school, parents, and students builds a strong relationship that fosters a conducive environment for student performance. On this issue, communication helps students share their problems at home and at school, enabling them to reduce conflicts and focus on their studies. Furthermore, parents will be open to communicating with schools regarding their children's welfare and ensuring a smooth learning environment for them. Thirdly, students can say what they need personally and what school requirements, enabling them to reduce stress and perform well. In addition, communication fosters dialogue among parents, students, and teachers, and allows them to share challenges from both school and home. From that experience, they are encouraged to perform better. Finally, through communication, parents can follow up on their children's school performance, which enables them to challenge their children to work harder and perform well in their studies.

The third respondent stated,

One way to success is communication: no communication, no learning, no success. In addition, academic or clinic days contribute to good performance because parents can identify their children's study weaknesses and support them. Finally, learners who are taught to express themselves through communication can perform better academically because they will be able to ask questions when they do not understand.

In reference to the interview on the effectiveness of family communication on learners' academic performance, the respondents agreed that clear, open, and honest communication among



parents, teachers, and learners reduces conflict and creates a conducive learning environment, leading to high performance. Secondly, the respondents observed that clear communication fosters a good relationship among parents, teachers, and learners. Hence, gives learners a chance to share their school and home challenges, enabling them to get the support they need. This experience helped them reduce stress and improve their academic performance. Thirdly, the respondents revealed that effective communication enables parents to follow up on their children's performance through academic clinics, thereby helping them identify their children's weaknesses. Hence, support and challenge them to perform better.

Inferential Analyses

Inferential statistics is the process of deriving conclusions or inferences about a population using data gathered from a representative group of that population. It offers a framework for estimating, testing hypotheses, and extrapolating results beyond the data gathered. In this research, Pearson's correlation was applied to measure the strength of relationships between variables, while regression analysis was used to predict outcomes based on those relationships (Scribbr, 2024).

Pearson Correlation between family communication and Academic performance

This analysis was done to establish the extent of the relationship between Family Communication and learners' academic performance. Pearson correlation analysis was employed to obtain the coefficients. The table below presents the correlation results.

Correlations between Family Communication and Academic Performance

		Academic Performance
Family Communication	Pearson Correlation	.640**
	Sig. (2-tailed)	.000
	N	363

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

Source: Researcher (2026)

The results indicated a statistically significant relationship between Family Communication and Academic Performance ($r = 0.640^{**}$; $p < 0.01$). This suggests that adolescents gain greater self-efficacy and confidence in their decision-making when households promote open



communication and pay attention to their children's opinions, which, in turn, may improve academic performance. The findings are consistent with Zhang's (2020) research, which found a positive correlation between children's academic achievement and the quality of parent-child communication. Clear communication between parents and children can therefore improve students' academic performance by fostering a sense of independence, self-assurance in their choices, and tolerance for others.

Conclusion

This study has shown that family communication plays a significant role in learners' academic performance in Baringo North Sub-County. When families communicate openly and honestly, children feel supported, valued, and motivated to do well in school. The findings revealed a strong positive relationship between family communication and academic performance ($r = 0.640$, $p < 0.01$), indicating that learners from families where members communicate openly, solve problems together, and make decisions collectively tend to perform better academically. Teachers and parents who participated in the study also confirmed that clear communication between home and school reduces conflict, lowers student stress, and fosters a conducive learning environment. These results are consistent with scholars such as Walsh (2015), Zou (2023), and Alanso et al. (2017), who all agree that the home environment is one of the most important factors in shaping a child's academic journey.

Based on these findings, it is recommended that schools, parents, and policymakers take family communication seriously as an educational concern rather than a domestic one. Structures such as regular parent-teacher meetings, academic clinic days, and community parenting programs should be strengthened to keep communication lines open between families and schools. When parents are actively involved in their children's academic lives through consistent dialogue and encouragement, learners develop the confidence, resilience, and focus needed to succeed. Future studies may consider exploring other sub-counties or a wider population to determine whether these findings hold across different contexts in Kenya and beyond.



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