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Police career and children's academic performance in Kenya

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ABSTRACT

This study attempts to illustrate how the careers of police officers affect the academic performance of their children. The research was conducted at Utawala Academy, a primary school that enrolls both police and non-police children. It applied primary data from surveys and secondary data from the school administration to address the study's research questions. This research involved 198 pupils, the headteacher, 12 teachers, and 100 parents. The respondents provided quantitative data whereby Multinomial Logistic Regression was employed to establish relationships between the dependent and independent variables. The independent paired T-Test and Spearman's rho correlation were used to examine the relationship between police careers and their offspring's academic achievement. Significant research findings indicated that police duties do indeed have an impact on their children's academic achievement. This study posited the multiple challenges encountered by Kenyan police officers that need attention and resolution to enhance and improve children's performance. This could be achieved by generating an approach where police officers work near their families. They should also be allowed to live outside government quarters, when necessary, while at the same time, all officers are encouraged to freely integrate with other members of society for elaborate socializing of their children. The "Family and Society" module should be introduced into the police training curriculum and taught at police academies.

1. Introduction

The life of a police officer may be extremely stressful and demanding (Spicer, 2016). The choice to become a police officer needs a great deal of bravery, intelligence, and strength. Police personnel had the greatest prevalence of suicidal ideation and the second highest rate of divorce (Heibutzki, 2018; Spicer, 2018). Officers must deal with horrific events that are unfamiliar to most people. Even though police officers must learn to deal with this catastrophe, they are affected emotionally, in their relationships, and even at the family level. This is much more difficult and problematic for family members because they have no option but to live with the police officer's job lifestyle. Police work has the potential to be detrimental to officers' well-being, performance, and overall health. Police officers encounter a variety of professional dangers and stresses, including assaults, and shooting events, among others, all of which are directly tied to management and organizational elements such as leadership and result in pressure (Alexander & Walker, 1996; Terry, 1985). This stress is likely to influence police families, with three-quarters of police officers' wives in the United States reporting that their spouses' jobs were more important to them than their homes and families (Alexander & Walker, 1996). The law enforcement career

has a high level of competition with family requirements (Karaffa et al., 2015). Due to job-related considerations such as irregular schedules and extended working hours, police officers face specific obstacles (Kirschman, Kamena, & Fay, 2014). When the police bring work-related stress and habits home, they erupt long-term problems in their family relationships (Karaffa et al., 2015). If not addressed appropriately and in a timely manner, family members become targets of stress and frustrations shifted from workstations, which can eventually lead to dysfunctional households. Police officers and their families often find themselves in a work-family conflict since the demands of the job may collide with the expectations of their loved ones (Allen, Herst, Bruck, & Sutton, 2000; Mihelic & Tekavcic, 2013). Work-family conflict may be time-based, whereby work shifts and schedules interfere with family interaction, while workplace stress affects the police officer's personal connections (Armstrong, Atkin-Plunk, & Wells, 2015; Lambert, Hogan, & Shannon, 2004) (see Table 3).

Children have a variety of life experiences emanating from their familial environment since they are impacted by the people with whom they live together (Ceka & Murati, 2016). The family bears a great deal of responsibility for their children's health, physical growth, educational attainment, intellectual development, and moral beliefs and attitudes

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(Ceka & Murati, 2016; Englund, Luckner, Whaley, & Egeland, 2004). Parents and family members have the most immediate and long-lasting impact on children's learning and contribute significantly to their education. When parents participate in their children's education, the children are more engaged in their studies, remain in school longer, and have higher learning results. This has long-term economic and societal implications. Even when parents' roles in their kids reduce as the youngster grows older, it is critical to emphasize that parents continue to be role models, and their attitude toward education encourages them throughout their educational journey.

2. Empirical Orientation of Literature

The ecological viewpoint, which investigates various influences and interconnected social factors of the environment, has greatly extended theoretical and empirical methodologies used in examining learning processes and academic achievement. Academic performance refers to one's achievements, success, or degree of performance in school as measured by knowledge obtained and assigned grades. In the educational setting, it is the amount to which the learner, instructor, or organization has attained their educational objectives (Dzever, 2015; Fangwi, 2018; Ndukwu & Akintobi, 2020). Learning and its results cannot occur in a vacuum since it is rooted in various environments. Several factors and intervening variables impact student performance, including student interest in schools, self-concepts, self-efficacy, self-esteem, parental participation, and peer pressure, among others. Depending on how they are implemented, each of these elements will either have a positive or negative impact. The school is, without doubt, one of the most essential settings, which is reinforced by the home environment and peer context. During a child's growth, the school, the family, and peer group have a significant impact on the child's academic progress (Meece, Anderman, & Anderman, 2006). It is critical for educators to understand the intricate interactions that occur within and across different settings to provide the optimal learning environment for children.

3. Education and academic attainment

Education is the basic tool that leads to viable and enhanced capacities for people to achieve their life goals. It is a conglomeration of technological and scientific skills required for social and economic sustenance (UNDP, 2016). Education, in its broadest meaning, is the act of instilling information, beliefs, and abilities essential for individuals to adequately cope with their environment and society. Its goal is to encourage and support individual self-realization in its entirety (Dzever, 2015). Education's rates of return, both on societal and spillover advantages surpass educational expenses and individual private profits (Ndayambaje et al., 2015; Woodhall, 2004). Quality education and learning is a fundamental human right that serves as a conduit for future generations to transfer information, skills, attitudes, and cultural values (UNDP, 2016). It also provides learners with skills for not just overcoming obstacles of prejudice and intolerance, but also for economic sustainability. The globe committed to education for all in 1990, when the six EFA (Education for All) objectives were established. These primacies necessitate urgent appeals to address the basic learning requirements of all people, regardless of age, location, origin, aptitude, ethnicity, or economic condition. Quality learning and education demand learners who are well-nourished, healthy, and eager to study in an organized framework with the help of their family members and society at large (Chabbot, 2004; UNICEF, 2000). It encompasses all areas of the school as well as the surrounding community (Siocha, Onderi, & Mwebi, 2017). Education is critical to the human race's survival since society and education are inextricably linked. This is manifested directly in the manner and nature with which a child develops in a certain community (Anthonia, 2019). The school, on the other hand, is a catch-all for students from various parental, social, and economic backgrounds, which

impacts their learning rate and academic growth. Even though investing in education is critical for national economic growth, the children of police officers face a variety of interrelated challenges due to their home environment (Aremu & Ogbuagu, 2005).

4. Home environment

There exist a multitude of factors that exert influence on the academic progress of students. These influences may be focused on the home, school, and peers. However, the home environment is considered to be the most crucial component out of all the characteristics stated (Khan, Begum, & Imad, 2019). The initial educational setting for a kid is typically the family unit, where the mother assumes the role of the primary educator and other family members serve as peers. The notion of the "home environment" is not an abstract term. The amalgamation of the physical and psychological surroundings is observed (Khan et al., 2019). The first aspect pertains to the physical components of a home, such as rooms and essential amenities like water, shelter, clothing, and food, which cater to the basic needs of humans. On the other hand, the psychological environment of a home encompasses the interpersonal dynamics among family members, including reciprocal relationships, respect, and involvement in family decision-making processes, among other related factors.

In Kenya, there existed a legal requirement for police personnel to remain only within police housing until a recent change in policy, which now permits them to live outside of government quarters. Despite no longer being required to reside there, a significant number of police officers choose to do so, primarily motivated by concerns for their personal safety and the exorbitant expenses associated with renting private apartments and residential properties in urban areas of Kenya. Within these police quarters, law enforcement professionals reside in densely populated residences alongside their families and occasionally find themselves compelled to share living spaces with their colleagues. Many of these residences are deficient in fundamental facilities, such as access to potable water and a reliable energy supply. These circumstances occasionally impede their children's ability to fulfill their schoolwork and other academic responsibilities. Simultaneously, the offspring of police officers perceive these residences as their own dwellings and are expected to exclusively interact with other children of police officers, given that these quarters are designated for the specific purpose of accommodating just police personnel and their families. As a result of limited socialization, individuals are deprived of the chance to access novel information and gain new experiences.

The household serves as the primary setting for a child, exerting a lasting impact on the academic achievements of students. The child's home environment refers exclusively to their familial background. This encompasses the entirety of human and material resources that exert influence on the overall welfare of the child. Several factors contribute to a child's development, including the job status of their parents, their socio-economic situation, the level of education they have attained, the extent of parental involvement, the strategies employed in parenting, and the social possibilities provided within the home environment. The family plays a crucial role in the socialization of a kid and establishes the fundamental educational basis upon which other agents of socialization build (Maringa, 2015). Informal learning within the household serves as the initial educational experience for young individuals. The kind of family structure and the financial status of parents have a significant impact on their ability to adequately finance and provide assistance for their child's educational needs. The residence should moreover offer a conducive educational setting that is characterised by tranquilly and security. For instance, children residing in residences located in areas characterised by high levels of noise, such as those generated by traffic, industrial machinery, or bustling market squares, may have significant hindrances in their ability to concentrate on reading and completing school tasks. In contrast, children hailing from divorced and combative households encounter challenges pertaining to their academic

achievements, involvement in criminal activities, and disruptions arising from peer influence. The cognitive, psychomotor, and emotional behaviour of a kid are influenced by their early experiences inside a family. Students typically reside in their parental households, where they receive guidance and counselling pertaining to various aspects of life. In this context, the adolescent initiates the process of acquiring the norms and principles of the community, which acts as a catalyst for their development (Anthonia, 2019; Dzever, 2015). The concept of "home environment" encompasses both the tangible and intangible factors that influence a child's development. Parents have a responsibility to provide a conducive home atmosphere that promotes effective learning and facilitates improved academic achievement. The marital status of parents has been found to have an influence on academic achievement. Within the domestic sphere, it is imperative to cultivate strong interpersonal connections. A family characterised by high levels of stress resulting from frequent conflicts, arguments, instances of infidelity, and divorce does not actively support or promote the pursuit of knowledge and education. Research suggests that a cohesive family environment plays a crucial role in fostering a sense of stability for children, both during their formative years and in their future lives (Gniewosz & Eccles, 2013; Zhang, 2011).

Despite often being disregarded by educators and other stakeholders in the field of education, it is important to recognise that parents have a significant influence on their children through genetic transmission. This influence results in a high heritability of academic achievement and cognitive capacity. According to Petrill and Wilkerson (2000), the presence of a genetic predisposition, in conjunction with a suitable environment, particularly within the familial context, contributes to heightened academic performance irrespective of other external factors. The performance of children in a home context is significantly influenced by the overall views, attitudes, and values of their parents (Maringa, 2015). Parents who possess a genuine appreciation for education and recognise its inherent importance are more inclined to raise children who place a high value on the pursuit of knowledge. When parents align their actions with their views, they effectively communicate by serving as role models and transmit intergenerational intellectual values through the process of social learning. According to Chen (2008), the educational attainment of parents significantly impacts the academic advancement of their children. Parents with higher levels of education are more likely to play an active role in their child's education by engaging in regular interactions and assisting with school assignments. This is because they possess a greater understanding of the functioning of the educational system and are more inclined to motivate their children to attain higher levels of academic achievement (Einglund et al., 2004). According to Chen's (2008) findings, there was a significant positive impact of fathers' educational attainment on the academic achievement of both male and female students. However, it was observed that mothers' education played a crucial role exclusively in the academic success of female students. Certain assumptions made by parents can be considered presumptuous as they are based on gender-specific prejudices. According to Tiedemann (2000), there are instances where parents hold the expectation that their sons will excel in mathematical subjects, while their daughters will demonstrate superior performance in verbal subjects. However, it is important to note that this assumption may not always hold true.

The motivation and achievement of children can be significantly influenced by the indirect interactions of their parents, which encompass various behaviours. These contacts play a crucial role in providing essential resources, such as learning materials and private tutoring, as and when required. Consequently, the financial circumstances of parents emerge as a conspicuous factor influencing the academic advancement of their children. Nevertheless, it is important to note that resources extend beyond the realm of tangible objects. For instance, the manner in which parents engage with their children is also considered a valuable resource. According to Aunola, Stattin, and Jari-Erik (2000), the presence of an authoritative parenting style, which is characterised by

displaying warmth and respect towards the child's autonomy, has been found to enhance motivation for academic achievement, particularly in the adolescent age group. The organisation of police operations is characterised by an intricate command structure, which, when applied in domestic settings, may lead to the manifestation of authoritarian parenting. Authoritarian parenting is associated with the manifestation of various negative outcomes in children, including tendencies towards violence, social awkwardness, diminished self-esteem, resistance against authority, and a limited capacity for independent decision-making. According to Chao (2001), there exists a correlation between parents that exhibit controlling or authoritarian behaviours and their children's lower levels of academic achievement.

Direct parental involvement in their children's education and academic activities is critical for their academic success. This participation might be classified as personal, behavioral, or cognitive (Grolnick & Slowiaczek, 1994). Personal participation implies that parents may instill in their children the emotive experience that they care about their education and school affairs. Parents who have exceptional cognitive growth provide their children with intellectually challenging activities such as Sudoku problem-solving, museum visits, and book reading, among others. This might imply that educational activities are inherently fulfilling. Furthermore, students may have mastery experiences in these engaging tasks, which will improve their ability and value beliefs both in and out of the classroom. These contextualized educational experiences are crucial for the progression of students' intellectual academic activities, which have a good impact on accomplishment. Parents who are developmentally engaged participate in parent-teacher exchanges, join PTAs, and partake in other school activities as needed. As a result, parental participation in school affairs conveys a message about how much they value education (Gniewosz & Eccles, 2013; Mandarakas, 2014). The high level of parental involvement suggests that parents place high importance on education and learning (Gniewosz & Eccles, 2013). Parental academic participation via social learning progresses into a child's academic involvement and enhances academic engagement and achievement (Gniewosz & Eccles, 2013).

5. Kenya police duties and training

The police force of any given country is a governmental organization that acts under the authority and sovereignty of the nation. Due to their prominent role as representatives of the state, the police are often regarded as embodying the attitudes and perspectives attributed to the state. A society characterized by elevated degrees of corruption, physical violence, tribalism, nepotism, and various other forms of human rights violations is anticipated to exhibit a police force that mirrors similar characteristics in its interactions with the general populace. According to Manning (2003), policing can be defined as a legally established and bureaucratic institution that possesses the authority to employ fatal force to maintain political order. The responsibility of ensuring homeland security lies with the police force of every given nation. The practice of policing is intricately connected to the political environment of a nation.

Police officers in Kenya have voiced discontent with the lack of respect for their rights and safety, resulting in a negative impact on their morale. Police officers often have feelings of insecurity regarding their assignments and prospects for career progression, among other concerns. The operating protocols of the police are purportedly affected by corruption, favoritism, and nepotism (Dwyer, 2019; Osse, 2016). The dynamic between junior and senior officers is characterized by a strained rapport, with instances of junior officers engaging in disrespectful behavior towards their superiors. At now, the morale of the police officers is sustained solely through the provision of recreational amenities, including canteens, sports facilities, and recreational halls, as well as financial incentives in the form of employee savings and co-operatives (Anderson, 2002; Dwyer, 2019; Osse, 2016; Ruteere & Pommerolle, 2003). The failure to effectively address the well-being of

police officers suggests that the existing employment arrangements and circumstances are unlikely to attract highly qualified individuals when presented with alternative career options. Historically, allegations have been made regarding police officers' involvement in illicit activities, such as stealing, as a means to augment their income (Dwyer, 2019; Osse, 2016). This poses a substantial obstacle to their efforts in combating criminal activities. Police personnel play a crucial role as the custodians of Kenya's justice system. The court system's initial and often sole representatives to directly engage with the public are police officers. Consequently, they assume the primary responsibility for protecting individuals' civil freedoms and human rights. In contrast to several other governmental services, the police have extensive powers, which encompass the ability to employ force when dealing with individuals. The ability to encroach upon individuals' liberties necessitates a substantial degree of responsibility. The principle of good governance necessitates the consistent enforcement of accountability measures for police officers, particularly in instances where the use of force has been employed.

In Kenya, there exist two police services, both of which operate under the authority of the Inspector General of Police. The leadership of each service is entrusted to a Deputy Inspector General. The two law enforcement agencies of Kenya are the Kenya Police Service and the Administration Police Service, as mandated by the Kenyan Constitution, 2010. Within the organizational structure of the Kenya Police Service, there exists the Directorate of Criminal Investigations (DCI), which operates under the direct supervision of the Inspector General of Police (IGP). Law enforcement professionals, like individuals in other professions, have family responsibilities and are duty-bound to ensure the provision of essential needs for their loved ones, including the education of their children. The process of instructing police recruits on the structure and values of the police organization commences promptly with the approval of their applications to enroll in the Police Academy (Palmiotto & Unnithan, 2010). The administration police recruits are admitted to the National Police Service College-Embakasi A campus, where they are required to undergo a demanding nine-month training program. The National Police Service College, namely the Kiganjo Campus, is responsible for the admission and training of Kenya Police recruits. On the other hand, the National Police Service College-Embakasi B campus is dedicated to admitting and training recruits of the general service unit (G.S.U). Grant and Terry (2005) assert that the Police Academy College serves as an educational institution wherein aspiring law enforcement officers engage in comprehensive research and training of operational procedures prior to acquiring full police authority. Nickerson (2022) posits that socialization is the mechanism via which individuals who are young or new to a certain society acquire the values, ideas, practices, and roles that are characteristic of that society. Contrarily, re-socialization takes place during police training, wherein fundamental social values, norms, and beliefs undergo a process of re-engineering. According to Violanti (1992), police training is typically characterized by an authoritarian and rigorous nature. The Police College provides instruction in various essential areas, including report writing skills, legal knowledge, patrol protocols, shift operations, arrest processing, and the handling of deadly police actions (Palmiotto & Unnithan, 2010). During the training process, the recruits establish a distinct culture sometimes referred to as the police subculture. This issue is further intensified by the recruit's isolation from the broader societal context. During the duration of their training, police recruits are subject to confinement and full isolation from individuals within the general population (Maringa, 2015). As a result, the individuals who join the military are effectively separated from the community they are purportedly tasked with safeguarding, leading to the emergence of a dichotomous narrative that pits the recruits against the same community they are meant to serve (Palmiotto & Unnithan, 2010). After the successful conclusion of the nine-month training program, newly appointed police constables are sent to various police units throughout the country (Maringa, 2015).

The typical duration of a police officer's daily labour sometimes surpasses that of a civilian official holding a similar position. Under typical conditions, police officers are expected to be available around the clock, as they are regarded as being in a state of readiness even during periods when they are not officially on duty. The extended duration of these work shifts has resulted in a detrimental impact on the mental well-being of the cops. The absence of guaranteed annual or discretionary leaves for police officers exacerbates an already challenging situation. A parent who is experiencing a high level of stress due to their employment circumstances is unlikely to possess the capacity to aid their children with their academic assignments. The demanding nature of police employment frequently creates a strain on the relationships between law enforcement officers and their significant others. Law enforcement personnel often encounter unforeseen alterations to their schedules, obligatory additional work hours, and even assignments of higher importance. The presence of being on call hinders families from attaining stability and predictability in situations where the work schedules of loved ones undergo sudden changes, they are required to work late, and are unable to partake in shared meals with other family members due to work commitments. Palmiotto and Unnithan (2010) conducted research that suggests that police personnel tend to establish robust relationships of solidarity within their ranks. Increased cynicism and general mistrust of people's behaviors, motivations, and words necessitate that law enforcement officials be aware, vigilant, and psychologically always prepared (Garner, 2005). As a result, other members of the household may feel that they are always being watched and judged (Palmiotto & Unnithan, 2010). Particularly if the kids are teenagers, this behavior can spark a rebellion and aggravate tensions at home. A "we against them" mentality has developed among the police force, where everyone is a potential bad guy except for fellow officers. When compared to other fields of work, a career in law enforcement presents unique difficulties.

Children of law enforcement personnel, particularly older children and teenagers may feel torn between their pride and allegiance to their parents' profession and their fears of social isolation due to negative stereotypes about police officers (Palmiotto & Unnithan, 2010). The children of police officers share something in common with the children of preachers, psychologists, and psychiatrists: they all have parents whose jobs are strange, scary, authority-based, and frequently misunderstood. Their parents' professions indicate that most of these kids will grow up to be "particularly excellent." However, these kids might be tempted to act out illegally or antisocially to prove that they're the real deal. Children of law enforcement professionals often look to their parents for rescue when they get into trouble. The media's tendency to overdramatize police scandals and violence has a negative impact on the lives of police officers' families. It's even worse when other students make fun of them because of it. Similarly, police officers' children face a complex set of experiences and perspectives. They probably look up to their parent and see him or her as an honorable person who goes about life protecting and helping others. They must live in a different emotional environment than most kids because of their parent's commitment to sacrifice as members of the law enforcement community. It could be tiring to serve as a police officer. It's easy for them to lose sight of the people whose safety they are sworn to protect—their friends and family, spouse, and children, in particular—when they're concentrating so intently on protecting the community. Also, compared to other fields, being a police officer poses a greater threat to their mental and physical well-being. It's impossible to stress the value of family support in helping police officers recover from emotional and physical injuries so they can return to duty. The stresses of policing can have a negative impact on a family's well-being and, in turn, on their children's academic achievements. The frequent relocation of police officers from one precinct to another is a problem since it causes school changes for children living in those areas. When police officers are unable to relocate with their families, they take on the role of absent parents. Because of this, kids don't get the love and attention they need

from their parents, and they also don't get the help they need with their schoolwork.

In Justice Ransley's (2009) report on police reform in Kenya, numerous issues within the police force were identified, necessitating government intervention. By effectively resolving these problems, there is a strong likelihood that the academic performance of their children will experience a notable improvement. This can be attributed to the creation of a favorable learning environment, which encompasses both the school and home settings. The existing housing facilities for police officers are deemed insufficient, and in cases where such facilities are available, they suffer from overcrowding due to the requirement for both married and unmarried officers to share individual rooms (Maringa, 2015). A significant proportion of these shelters are already in a state of disrepair. Usually, police personnel, particularly those in subordinate positions, are compelled to reside in rudimentary accommodations such as tents, modest wooden constructions, or improvised shelters. Some individuals reside in dwellings made of tin, which experience extreme heat during the day and extremely low temperatures at night. Under these circumstances, it is not possible for qualitative learning to occur. Police officers experience a decline in morale as a result of inadequate compensation, unfavorable working conditions, and extended shifts. The academic performance of children of police officers is impacted by financial limitations, which hinder parents from enrolling their children in higher-quality educational institutions and acquiring necessary school resources, including books and materials (Maringa, 2015).

The profession of policing has been widely recognised for its inherent stress and demanding nature. According to Lambert, Qureshi, Frank, Keena, and Hogan (2017), certain scholars have posited that this occupation ranks among the most hazardous. Job burnout can be considered as one of the potential outcomes resulting from extended exposure to chronic stress (Martinussen, Richardsen, & Burke, 2007; Vuorensyrja & Malkia, 2011). The phenomenon of burnout has the potential to contribute to an increase in the utilization of force by law enforcement personnel, as well as heightened levels of hostility. Burnout has been found to be associated with heightened susceptibility to alcohol and drug dependence, as well as an increased risk of mental and physical health issues, within the population of police officers. The consequences of this phenomenon might extend to a decrease in overall life satisfaction and the development of notable psychological problems (Burke, 1994; Martinussen et al., 2007). If not effectively addressed, burnout can also extend beyond the individual and result in work-family conflict. Police personnel may encounter many work-related challenges, such as alcoholism, suicide, domestic abuse, and marital dissolution (Cheema, 2016). Police officers may experience challenges in fulfilling their domestic chores and duties as a result of alcoholism and work-related stress. This can be attributed to either a lack of time or the misallocation of funds towards alcoholism. It is not unexpected that police officers exhibit elevated rates of domestic violence, as indicated by Cheema's study in 2016. This finding implies that children within such households may experience a lack of essential emotional support and supervision in relation to their household responsibilities. The absence of parental or emotional assistance can have a substantial impact on the educational attainment, scholastic achievements, and future professional aspirations of offspring belonging to police officers.

6. Purpose of the study

The employment choices of parents have a significant impact on the accomplishments and aspirations of their children. An environment that is stimulating for learning should be provided by parents. The purpose of this study is to examine how parents' careers, particularly those of police officers, affect their children's academic achievement.

7. Research questions

Three research questions were developed to guide this study.

- 1) Is there a significant relationship between parents' careers and their children's academic performance?
- 2) Does the child's home environment affect their academic performance?
- 3) What is the impact of parental involvement on the child's academic achievement?

8. Materials and methods

8.1. Research design and Locale

This study used a descriptive survey research approach. The chosen design was deemed suitable due to the incorporation of a comprehensive range of research methodologies, such as the use of questionnaires, interviews, and observation, among other techniques (Orodho, 2009a). Orodho (2009a, 2012) argues that the use of a survey research methodology is preferable due to its ability to effectively depict the characteristics of prevailing circumstances and provide benchmarks against which these circumstances may be compared. This approach facilitates the identification of correlations between specific occurrences. The research was carried out at Utawala Academy, situated inside the premises of the Administration Police Training College. The selection of this research location was based on the presence of a substantial student population whose parents are employed as police officers. This study used quantitative research methodologies. The data sources used in this study included both primary sources, such as interviews and questionnaires, as well as secondary sources, namely school records. The researchers used comprehensive interview guidelines for the school administrators, whilst questionnaires were administered to the other participants, including students, teachers, and parents. The ethical approval for this research was sought at the Ministry of Education and the National Commission for Science, Technology, and Innovation (NACOSTI). The Nairobi County education officer was also approached for their guidelines. All these approvals were granted before the researcher embarked on this study.

8.2. Target population and sampling

The research focused on a comprehensive sample of participants, including children, teachers, the headmaster, and parents associated with Utawala Academy. The study used cluster random sampling to categorize kids based on whether their parents were police officers or not. As per the two clusters established, the pupils were selected randomly from either of the classes (Grades seven & eight). Two hundred pupils were selected per class out of 400 pupils. The pupils were categorized as either day students or boarders. The target population consisted of relatively mature elementary pupils who understood the reason for their attendance at school and could adequately answer the questionnaire. The children of police officers were expected to describe their unique challenges emanating from the nature of their parent's profession, which differed from those of other children. These two classes were taught by a combination of twelve teachers who were incorporated in this research. Teachers were specifically interviewed because they have direct contact with pupils in their daily teaching and learning activities. The headmaster was critical to this study due to his administrative duties, he would speak about the experiences of children of police officers and their parents that differ from those of other children and their parents. The researcher successfully managed to interview 198 pupils. This according to Yamane (1967), is sufficient for a population size of 400 students. A hundred (100) parents out of the three hundred and six (306) that attended class seven and eight Parents' Day were also interviewed as indicated in Table 1.

Table 1
Sample design and the sample size.

Respondents	Target Participants	Sample Size	Percentage
Class 7 (Seven) Pupils	200	100	50%
Class 8 (Eight) Pupils	200	98	49%
Teachers	12	12	100%
Parents	306	100	33%
Total	718	312	

The students' median age was 14yrs, while 59% of those were girls and 31% had their parents as police officers (see Table 2). The teachers' median age was 36yrs, and 54% of them had a bachelor's degree. Their average working experience was 8yrs, while 58% of them were female teachers.

The choice was entirely voluntary, and participants could skip any question that made them uncomfortable. They could also terminate the survey at any time, and their answers would be kept confidential. The questionnaires were used as the main research tools for data collection. The data collected were analyzed using the SPSS program with both descriptive and inferential statistics while the qualitative data was analyzed using critical discourse analysis and narrative analysis as advanced by Smith (2015).

8.3. Measures of study

This extensive study utilized a range of variables to examine the influence of parental occupations and the domestic environment on the academic achievement of children. The data collection methods employed in this study encompassed the use of questionnaires, interviews, and school records, so yielding a comprehensive dataset that effectively addressed the research inquiries. The questionnaires provided valuable insights into the self-reported academic performance of students, as well as their demographic information and attitudes toward their parents' professional occupations. The inclusion of interviews with school administrators, teachers, and parents provided a qualitative dimension to the research outcomes, revealing the distinct experiences encountered by children of police officers and the difficulties arising from their parents' professional roles. In addition, it should be noted that school records functioned as a reliable and unbiased means of obtaining data on academic performance. The study employed cluster random sampling to achieve a balanced representation of kids who have police officer parents and those who do not. Finally, the utilization of multinomial logistic regression enabled a quantitative examination of the associations between different independent variables and academic achievement. The careful selection of these indicators collectively led to a comprehensive examination of the various elements that influence the educational results of students.

9. Results

The study focused on comparing students whose parents were police officers with those whose parents were not. A student's academic performance depends on several aspects, such as well-being, concentration, proper time management, ability to listen and comprehend, and mastery of subject matter, to name a few. Due to their parent's work schedules, these students are sometimes impacted, and their performance declines. Police officers, for example, are randomly transferred, with long working hours, leaving little or no time for their children. The situation is further complicated when both parents are police officers. In this section, the results are presented in the form of tables that correspond to the formulated objectives.

9.1. Correlation analysis

The correlation analysis conducted using SPSS revealed several

interesting relationships among the variables in your study. Pearson's correlation coefficients were calculated for various pairs of variables (see Table 2). The "School stay" variable exhibits a slightly positive correlation (0.102, $p = 0.152$), indicating that students who spend more time at school (boarders) may have marginally better academic performance. However, this correlation is relatively weak. Demographic factors like "Class," "Gender," and "Age" show weak and statistically non-significant correlations with performance suggesting that class level, gender, and age do not appear to be directly influential in determining students' academic achievements. Further, the performance variable shows a weak negative correlation with "Is your father a police officer" (-0.109 , $p = 0.126$) and a weak negative correlation with "Is your mother a police officer" (-0.057 , $p = 0.428$). These correlations suggest that having a parent who is a police officer might have a slightly adverse effect on students' performance, although the relationships are not very strong. These results also collaborated with the average academic performance of each pupil as submitted by the headmaster. Additionally, students' feelings toward their parents' jobs, as measured by "Love your father's job" and "Love your mother's job," exhibit weak correlations with the performance of the student. Lastly, "Who do you stay with most at home" demonstrates a very weak positive correlation with performance (0.029, $p = 0.686$), which, while statistically significant due to the sample size, has minimal practical significance. In summary, the findings suggest that the parental occupation and students' feelings towards their parents' jobs may have limited, if any, direct impact on students' performance, and the same applies to the primary person students stay with at home. It's important to emphasize that these correlations are generally weak and should be interpreted with caution, as many other factors likely contribute to students' academic performance.

9.2. Independent T-Test

The independent samples *t*-test was conducted to examine the differences between the two groups for various variables (see Table 3). In the case of "Class," both equal variances assumed ($F = 1.446$, $p = 0.231$) and equal variances not assumed ($F = 11.112$, $p = 0.771$) showed no significant differences between the groups. For "Gender," both equal variances assumed ($F = 0.000$, $p = 1.000$) and equal variances not assumed ($F = 11.102$, $p = 0.585$) indicated no significant differences. Similarly, for "Age," both equal variances assumed ($F = 2.276$, $p = 0.133$) and equal variances not assumed ($F = 11.683$, $p = 0.549$) showed no significant differences. Conversely, "Who do you stay with most at home" revealed significant differences, with both equal variances assumed ($F = 1.391$, $p = 0.240$) and equal variances not assumed ($F = 10.963$, $p = 0.002$) confirming the significance. "Is your mother a police officer" showed significant differences, with equal variances assumed ($F = 60.807$, $p < 0.001$) and equal variances not assumed ($F = 10.077$, $p = 0.191$). "Love fathers' job" demonstrated a marginally significant result, with equal variances assumed ($F = 5.637$, $p = 0.019$) but not when equal variances were not assumed ($F = 10.714$, $p = 0.146$). "Love mothers' job" displayed significant differences for both equal variances assumed ($F = 102.426$, $p < 0.001$) and equal variances not assumed ($F = 10.038$, $p = 0.179$). "Would you like to be police" showed no significant differences, whether equal variances were assumed ($F = 0.024$, $p = 0.876$) or not ($F = 11.106$, $p = 0.629$). "Where do you prefer to study for your exams" indicated no significant differences, with both equal variances assumed ($F = 1.805$, $p = 0.181$) and equal variances not assumed ($F = 11.824$, $p = 0.478$). "Motivated to increase grades" demonstrated significant differences in both equal variances assumed ($F = 122.421$, $p < 0.001$) and equal variances not assumed ($F = 10.057$, $p = 0.093$). "Mother encourages me" showed significant differences with equal variances assumed ($F = 0.156$, $p = 0.693$) and equal variances not assumed ($F = 11.305$, $p < 0.001$). "Father encourages me" displayed significant differences, both with equal variances assumed ($F = 0.624$, $p = 0.431$) and equal variances not assumed ($F = 12.149$, $p < 0.001$). "Your performance" indicated no significant differences with equal

Table 2
Correlation matrix for the variables.

Correlation																
	School_stay	Class	Gender	Age	Who_do_you_stay_with_most_at_home	Is your father a police officer	Is your mother a police officer	Love_Fathers_Job	Love_mothers_job	Would_you_like_to_be_police	Where_do_you_prefer_to_study_foryour_exams	Motivated_to_increase_your_grades	Mother_encourages_me	Father_encourages_me	Your_performance	
School_stay	1	.022	-.042	-.038	-.299	-.514	-.279	.140	.331	-.037	.044	-.383	-.327	-.469	.102	
		.758	.559	.594	.000	.000	.000	.050	.000	.607	.540	.000	.000	.000	.152	
	198	198	198	198	198	198	198	198	198	198	198	198	198	198	198	
Class	.022	1	-.010	-.022	.000	.052	.000	.012	.041	.010	-.097	-.032	-.053	.007	.042	
	.758		.887	.753	1.000	.464	1.000	.864	.563	.887	.173	.653	.457	.918	.561	
	198	198	198	198	198	198	198	198	198	198	198	198	198	198	198	
Gender	-.042	.010	1	-.035	.141	.001	.084	.142	-.020	-.157	-.091	.110	.093	-.093	-.033	
	.559	.887		.622	.047	.985	.241	.246	.785	.027	.204	.123	.193	.192	.640	
	198	198	198	198	198	198	198	198	198	198	198	198	198	198	198	
Age	-.038	-.022	-.035	1	.075	.001	.063	-.083	-.113	-.002	.068	.025	.096	-.039	.049	
	.594	.753	.622		.293	.985	.382	.246	.113	.982	.343	.723	.176	.581	.494	
	198	198	198	198	198	198	198	198	198	198	198	198	198	198	198	
Who_do_you_stay_with_most_at_home	-.299	.000	.141	.075	1	.336	.131	-.285	-.113	-.002	-.173	.431	.553	.373	.029	
	.000	1.000	.047	.293		.000	.067	.000	.113	.982	.015	.000	.000	.000	.686	
	198	198	198	198	198	198	198	198	198	198	198	198	198	198	198	
Is your father a police officer	-.514	.052	-.067	.001	.336	1	.305	-.387	-.263	.212	-.059	.341	.483	.851	-.109	
	.000	.464	.349	.985	.000		.000	.000	.000	.003	.409	.000	.000	.000	.126	
	198	198	198	198	198	198	198	198	198	198	198	198	198	198	198	
Is your mother a police officer	-.279	.000	.084	.063	.131	.305	1	-.098	-.864	-.063	-.062	-.023	.245	.335	-.057	
	.000	1.000	.241	.382	.067	.000		.000	.000	.376	.387	.747	.001	.000	.428	
	198	198	198	198	198	198	198	198	198	198	198	198	198	198	198	
Love_Fathers_Job	.140	.012	.142	-.083	-.285	-.387	-.098	1	.135	-.290	-.076	-.306	-.292	-.282	-.033	
	.050	.864	.047	.246	.000	.000	.167		.058	.000	.284	.000	.000	.000	.642	
	198	198	198	198	198	198	198	198	198	198	198	198	198	198	198	
Love_mothers_job	.331	.041	-.134	-.020	-.113	-.263	-.864	.135	1	.117	.053	.020	-.194	-.289	.013	
	.000	.563	.059	.785	.113	.000	.000	.058		.101	.455	.780	.006	.000	.861	
	198	198	198	198	198	198	198	198	198	198	198	198	198	198	198	
Would_you_like_to_be_police	-.037	.010	-.157	.126	-.002	.212	-.063	-.290	.117	1	.179	.042	.154	-.002	-.035	
	.607	.887	.027	.078	.982	.003	.376	.000	.101		.011	.557	.030	.983	.620	
	198	198	198	198	198	198	198	198	198	198	198	198	198	198	198	
Where_do_you_prefer_to_study_foryour_exams	.044	-.097	-.091	.068	.173	-.059	-.063	-.076	.053	.179	1	-.069	.022	-.068	-.109	
	.540	.173	.204	.343	.015	.409	.376	.284	.455	.011		.332	.762	.340	.127	
	198	198	198	198	198	198	198	198	198	198	198	198	198	198	198	
Motivated_to_increase_your_grades	-.383	-.032	.110	.025	.431	.341	-.023	-.306	.020	.042	-.069	1	.289	.234	-.054	
	.000	.653	.123	.723	.000	.000	.747	.000	.780	.557	.332		.000	.001	.450	
	198	198	198	198	198	198	198	198	198	198	198	198	198	198	198	
Mother_encourages_me	-.327	-.053	.093	0.96	.553	.483	.245	-.292	-.194	.154	.022	.289	1	.523	.029	
	.000	.457	.123	.176	.000	.000	.001	.000	.006	.030	.762	.000		.000	.686	
	198	198	198	198	198	198	198	198	198	198	198	198	198	198	198	
Father_encourages_me	-.469	.007	-.093	-.039	.373	.851	.335	-.282	-.289	-.002	-.068	.234	.523	1	-.084	
	.000	.918	.192	.581	.000	.000	.000	.000	.000	.983	.340	.001	.000		.237	
	198	198	198	198	198	198	198	198	198	198	198	198	198	198	198	
Your_performance	.102	.042	-.033	.049	.029	-.109	-.057	-.033	.013	-.035	-.109	-.054	.029	-.084	1	
	.152	.561	.640	.494	.686	.126	.428	.642	.861	.620	.127	.450	.686	.237		
	198	198	198	198	198	198	198	198	198	198	198	198	198	198	198	
	
	
	198	198	198	198	198	198	198	198	198	198	198	198	198	198	198	

Table 3
Independent T-Test findings Independent Samples Tests.

		Levene's Test for Equality of Variances		t-tests for Equality of Means						
		F	Sig	t	df	Sig (2-tailed)	Mean difference	Std Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Class	Equal variances assumed	1.446	.231	-.309	196	.758	-.048	.156	-.356	.259
	Equal variances not assumed			-.298	11.12	.771	-.048	.162	-.404	.307
Gender	Equal variances assumed	.000	1.000	.585	196	.559	.091	.155	-.215	.397
	Equal variances not assumed			.562	11.102	.589	.091	.162	-.264	.446
Age	Equal variances assumed	2.276	.133	.534	196	0.00	.738	.168	-.403	.702
	Equal variances not assumed			.617	11.683	0.02	.738	.168	-.381	.680
Who_do_you_stay_with_most_at_home	Equal variances assumed	1.391	.240	4.061	196	0.00	.171	.042	.088	1.070
	Equal variances not assumed			1.400	10.077	.191	.171	.122	-.101	1.148
Is your mother a police officer	Equal variances assumed	60.807	0.00	-1.974	196	.050	-.251	.127	-.227	.254
	Equal variances not assumed			-1.569	10.714	.146	-.251	.160	-.275	.443
Love_Fathers_Job	Equal variances assumed	5.637	.019	-1.974	196	.000	.171	.042	.088	.000
	Equal variances not assumed			-1.569	10.077	.191	.171	.122	-.101	.102
Love_mothers_job	Equal variances assumed	102.426	.000	-4.909	196	.000	-.176	.036	-.247	-.106
	Equal variances not assumed			-1.445	10.038	.179	-.176	.122	-.448	.095
Would_you_like_to_be_police	Equal variances assumed	.024	.876	.516	196	.607	.080	.156	-.227	.387
	Equal variances not assumed			.496	11.106	.629	.080	.162	-.275	.436
Where_do_you_prefer_to_study_foryour_exams	Equal variances assumed	1.805	.181	-.614	196	.540	-.070	.113	-.293	.154
	Equal variances not assumed			-.733	11.824	.478	-.070	.095	-.276	.137
Motivated_to_increase_your_grades	Equal variances assumed	122.421	.000	5.797	196	.000	.262	.045	.173	.351
	Equal variances not assumed			1.858	10.057	.093	.262	.141	-.052	.576
Mother_encourages_me	Equal variances assumed	.156	.693	4.843	196	.000	.813	.168	.482	1.144
	Equal variances not assumed			5.006	11.305	.000	.813	.162	.457	1.169

(continued on next page)

Table 3 (continued)

		Levene's Test for Equality of Variances		t-tests for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Std Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Father_encourages_me	Equal variances assumed	.624	.431	7.431	196	.000	1.406	.189	1.033	1.780
	Equal variances not assumed			9.510	12.149	.000	1.406	.148	1.085	1.728
Your_performance	Equal variances assumed	2.340	.128	-1.438	196	.152	-.380	.264	-.901	.141
	Equal variances not assumed			-1.223	10.835	.247	-.380	.310	-1.064	.305
Is_your_father_a_police_officer	Equal variances assumed	9.398	.002	8.400	196	.000	.866	.103	.663	1.070
	Equal variances not assumed			34.717	186.000	.000	.866	.025	.916	.916

variances assumed (F = 2.340, p = 0.128) and equal variances not assumed (F = 10.835, p = 0.247). Lastly, "Is your father a police officer" showed significant differences in both equal variances assumed (F = 9.398, p = 0.002) and equal variances not assumed (F = 186.000, p < 0.001).

9.2.1. Multinomial Logistic Regression

The analysis conducted in this study aimed to explore the relationships between various independent variables, including gender, living arrangements, parents' careers, attitudes towards parents' jobs, career aspirations, study preferences, mentorship, motivation to improve grades, and parental encouragement, on the dependent variable "Your performance." The sample consisted of 198 participants, and the case processing summary indicated that the dependent variable had three distinct values observed in different proportions within the subpopulations.

The logistic regression model fitting information showed that the final model significantly improved model fit compared to the intercept-only model, as indicated by a statistically significant likelihood ratio test (Chi-Square = 61.999, df = 38, p = 0.008) Table 4

The goodness-of-fit tests, including the Pearson and Deviance chi-square tests, did not reveal significant discrepancies between the observed and expected values, suggesting that the model fit the data well as indicated in Table 5.

The pseudo R-squared values (Table 6), (Cox and Snell = 0.269, Nagelkerke = 0.304, McFadden = 0.144) indicated that the model explained a moderate amount of variance in the dependent variable. However, these values also suggested that there might be unaccounted-for factors influencing your performance.

Likelihood ratio tests for individual independent variables were conducted to assess their contributions to the model. The results indicated that some variables were not statistically significant predictors of performance as indicated in Table 7.

Table 4 Model fitting information model fitting information.

Model	Model Fitting Criteria	Likelihood Ratio Tests		
	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	358.045			
Final	296.045	61.999	38	.008

Table 5 Goodness-of-fit goodness-of-fit.

	Chi-Square	df	Sig.
Pearson	234.124	220	.245
Deviance	240.783	220	.160

Table 6 Pseudo R square pseudo R-square.

Cox and Snell	.269
Nagelkerke	.304
McFadden	.144

Specifically, gender (p = 0.192), whom you stay with most at home (p = 0.313), and whether you would like to be in the police (p = 0.098) were not significant predictors of performance. These findings suggest that those factors may not have a substantial impact on performance when controlling other variables in the model (see Table 7).

In contrast, other variables were statistically significant predictors of performance. These included whether the father/mother was a police officer (p = 0.005), where you like to study for your examinations (p = 0.004), encouragement from the father/mother (p = 0.005) and stay at school (p = 0.019) are variables that we statistically significant in affecting the performance of the students.

Parameter estimates provided insights into the direction and magnitude of the relationships between significant independent variables and performance. For instance, the odds of having higher performance were 1.167 times higher for individuals with fathers in a certain career compared to those with fathers in a police career, holding all other variables constant. Similarly, the odds of higher performance were 4.289E-008 times lower for individuals who loved their father's police job compared to those who didn't, controlling for other variables.

Overall, the results of this logistic regression analysis suggest that, among the factors examined, your father's career and your feelings towards his job may be the most influential in predicting your performance. Consequently, all the learners interviewed had desires and ambitions to excel in academics. However, it's important to note that the model's pseudo R-squared values indicate that there may be additional unaccounted-for factors contributing to performance. Further research

Table 7
Likelihood ratio tests likelihood ratio tests.

Effect	Model fitting Criteria		Likelihood Ratio Tests		
	2 Log Likelihood of Reduced model		Chi-Square	df	Sig.
Intercept	296.045 ^a		.000	0	
Class	296.772 ^b		.726	2	.695
Gender	299.350 ^b		3.304	2	.192
Age	301.705 ^b		5.659	6	.462
Who_do_you_stay_with_most_at_home	300.804 ^b		4.759	4	.313
If none reasons	296.045 ^a		.000	0	
Isyourfatherapoliceofficer	306.670 ^b		10.625	2	.005
Isyourmotherapoliceofficer	299.778		3.733	2	.155
Love_Fathers_job	296.177 ^b		.132	2	.936
Love_Mothers_job	301.982		5.937	2	.051
Would_you_like_to_be_police	300.689 ^b		4.644	2	.098
Where_do_you_prefer_to_study_foryour_exams	306.993 ^b		10.947	2	.004
Do_you_have_a_mentor	296.045 ^a		.000	0	
Motivated_to_increase_grades	298.589		2.544	2	.280
Mother_encourages_me	301.889 ^b		5.843	4	.211
Father_encourages_me	310.754 ^b		14.708	4	.005
School_stay	303.962		7.917	2	.019

The chi-square statistic is the difference between in -2 log likelihoods between the final model and a reduced model. The reduced model is formed by omitting an effect from the final model. The null hypothesis is that all parameters of that effect are 0.

^a This reduced model is equivalent to the final model because omitting the effect does not increase the degrees of freedom.

^b Unexpected singularities in the Hessian matrix are encountered. This indicates that either some predictor variables should be excluded or some categories should be merged.

and exploration of these factors may provide a more comprehensive understanding of the determinants of performance.

10. Discussions

The above model representations provide adequate answers to the research questions posed in this study. From the data analyzed, it appears that most of the children interviewed whose parents are police officers reported being affected by their parents’ work. Heibutzki (2018) corroborates these findings by stating that the impact of being a police officer can be felt in a variety of ways. The regular demands to fit into the police culture make it difficult for officers to balance family and work. This data supports other studies conducted on the Canadian, Swedish, Norwegian, and Indian police that found that, when at least one family member works as a police officer, their families are impacted in different ways (Duxbury, Bardoel, & Halinski, 2021; Duxbury & Halinski, 2018; Granholm Valmari, Nygren, Ghazinour, & Gilenstam, 2023; Lambert et al., 2017; Mikkelsen & Burke, 2004; Miller, 2007; Qureshi, Lambert, & Frank, 2019; Tuttle, Giano, & Merten, 2018). The study also confirms that there is a positive correlation between home environment and child performance as most of the police officer learners preferred the school as their study environment, unlike their homes. Moreover, boarders performed far better than the day scholars. Meece (2006) confirms these findings by asserting that a home where parents provide a warm, responsive, and necessary supportive environment through the provision of learning materials leads to accelerated intellectual growth and development of the child. Police officers in Kenya, similar to their counterparts in other nations, exhibit distinct attributes that differentiate them from other individuals employed in government or private sectors. The occupational setting may encompass hazardous and distressing labor tasks throughout the duration of their workday. The work environment, encompassing both social and physical aspects, can provide both obstacles and assets that influence police officers’ ability to achieve work-life balance. These factors have implications not only for officers’ personal lives but also for the scholastic success of their children (Granholm Valmari, Ghazinour, Nygren, & Gilenstam, 2023a; Granholm Valmari, Ghazinour, Nygren, & Gilenstam, 2023b; Miller, 2007; Mona, Chimbari, & Hongoro, 2019; Qureshi et al., 2019).

Children’s intellectual development is strongly influenced in infancy and early childhood, and this takes place at home. School alone cannot ensure the continuation of the home environment unless parents are

directly involved. The results displayed indicate a positive relationship between parents’ involvement in their children’s education and their academic achievement. Involved parents find it rewarding to help their children with learning and homework. According to Hawes and Plourde (2005), there is a relationship between parental involvement and reading achievement of sixth-grade students. Some of these parent involvements include phone and written communication, participation in school events, parent-teacher conferences, parent volunteers, and involvement in aspects of school administration.

10.1. Limitations of the study

This study was conducted at Utawala Academy, which is located inside the premises of the National Police Service College-Embakasi A Campus hence to get admission for this study, several bureaucratic processes had to be navigated. Nevertheless, the researchers diligently sought the necessary clearance, and the seamlessness of the whole procedure may be attributed to the school administration’s keen interest in this scientific endeavor. Furthermore, a significant number of participants, particularly the pupils, expressed discomfort when it came to sharing their academic performance inside the classroom setting and the challenges they faced within their families. Similarly, a considerable portion of parents also exhibited unease when it came to divulging details about their professional occupations. The researchers addressed this concern by providing reassurances that the data collected would be treated with strict confidentiality and would be used only for the intended aim of the study.

11. Conclusion

According to the results, the nature of law enforcement presents special difficulties for police officers’ families. Police officers have expressed dissatisfaction over how physically and emotionally taxing their jobs are. Regularly witnessing human misery and working arduous, unexpected shifts can be taxing on anyone’s mental health. All these repercussions follow them back to their households. Police officers are unable to spend time with their families because of lengthy shifts, alternating schedules, and the cancellation of vacation days. Some police officers, when faced with extreme circumstances, feel the need to keep control at home, placing undue strain on their families. The children’s performance is likely to suffer due to these external conditions.

Even though the school offered boarding facilities, 89% of the police officers' children were day students. One may extrapolate financial ramifications from this.

A child's academic success is inextricably linked to the quality of family life, as this is where they feel most safe and secure emotionally. Parents are the first teachers their children have, guiding them as they learn to interact with others and develop into contributing members of society. Children can be encouraged to acquire knowledge and skills outside of school by participating in engaging activities that pique their natural curiosity. Frequent unfavorable transfers were indicated as a significant difficulty that appeared to influence the children of police officers. All the police officers who were questioned about their transfer history said they had been moved at least once. It was noted that after such transfers, children take a long time to adjust to the new school, which has a negative impact on academic performance.

Recommendations

It is imperative for the government to undertake a comprehensive reassessment of the fundamental aspects of police work in order to effectively address the challenges faced by law enforcement personnel and to provide equitable educational opportunities for all children. Considering the results derived from this research, it is recommended that the Kenyan government consider the implementation of a policy that would enable the deployment of police officers in closer proximity to their rural residences. To accomplish this objective, it may be necessary to increase the number of police officers employed and relocate existing personnel to rural residences in closer proximity to their assigned areas. The end of the academic year presents an opportune period for police officer transfers, as it allows their families to adequately prepare for the new school in case of transfers. It is advisable to relocate a police officer who has a kid attending school within the same geographical region. In addition, it is suggested that the government provide funds for the establishment of economically accessible boarding schools catering specifically to the children of police officers residing in every county. It is imperative for the government to consider the provision of housing for police personnel. It is essential that the living conditions provided in police housing be conducive to accommodating families. In instances when the aforementioned option is not practicable, it is advisable to provide officers with a housing stipend that takes into account the prevailing cost of living in their preferred locality, as opposed to government-provided accommodations. The inclusion of a curriculum module titled "Family and Society" in police academies and colleges is a potential avenue for program enhancement. As a result, individuals would acquire valuable competencies in effectively managing their households.

Declaration of Competing interest

I declare that there is no conflict of interest in this Article.

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