



FAMILY SOCIAL STRUCTURE AND ITS IMPACT ON EDUCATIONAL RESILIENCE AMONG KENYAN SECONDARY SCHOOL GIRLS

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Abstract:

Family social capital is increasingly recognized as a critical factor in shaping educational resilience among adolescents. This study examined the influence of family social structure on the educational resilience of secondary school girls in Elgeyo-Marakwet County, Kenya. Guided by Social Capital Theory, the study investigated how three dimensions of family social capital, family support, family relationships, and family expectations, affect educational resilience. The study employed a convergent parallel mixed-methods design. Data were collected from 447 Form Four girls, 7 teachers, and 8 parents/guardians through questionnaires and semi-structured interviews, respectively. The questionnaire's face and content validity were established through expert review, and reliability was assessed using Cronbach's alpha coefficient. Trustworthiness was ensured during qualitative data collection through transferability, confirmability, credibility, and dependability. Quantitative data were analyzed using descriptive statistics and multiple linear regression, while qualitative data underwent thematic analysis. The findings revealed a moderate positive correlation ($R = .514$, $p < 0.05$) between family social structure and educational resilience, with the three dimensions collectively explaining 26.4% of the variation in resilience. Specifically, family support ($\beta = .486$, $p < 0.05$) had a statistically significant positive effect on educational resilience, while family relationships ($\beta = .060$, $p > 0.05$) and family expectations ($\beta = .021$, $p > 0.05$) did not show significant independent effects. Qualitative data highlighted the centrality of parental encouragement, emotional guidance, and practical support in sustaining girls' academic engagement. The study concludes that interventions to strengthen educational resilience among girls should prioritize enhancing family support mechanisms, including emotional, academic, and material assistance, to improve resilience and success in secondary education.

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1. Introduction

Education is widely recognized as a fundamental human right and a critical driver of social and economic development. The Universal Declaration of Human Rights affirms the right to education for all children, while the Sustainable Development Goal 4 emphasizes inclusive and equitable quality education (UN, 2015). In Kenya, the Constitution of Kenya 2010 guarantees free and compulsory basic education and underscores gender equity in access to schooling (Republic of Kenya, 2010). Educating girls yields far-reaching benefits that extend beyond individual outcomes to improved health, reduced fertility, poverty reduction, and enhanced civic participation (UNESCO, 2014; Hong *et al.*, 2019; Kalu, 2021; Dursun & Kelly, 2022). These benefits position girls' education as both a rights issue and a development imperative.

Despite global and national commitments, disparities in educational participation and completion persist, particularly in Sub-Saharan Africa. Many girls face structural barriers, including poverty, early marriage, gendered domestic roles, and socio-cultural norms that undervalue girls' schooling (UNESCO, 2018; UNICEF, 2018; Kaffenberger, 2021). In Kenya, government initiatives such as Free Day Secondary Education and school re-entry policies have expanded access, yet retention and progression remain uneven across regions (NCPD, 2017; Republic of Kenya, 2019). Rural counties continue to experience constraints linked to harmful cultural practices, long distances to school, and limited household resources (Gitagno, 2015; Karjalainen, 2021).

Educational resilience provides a framework for understanding how some learners succeed academically despite exposure to adversity. Resilience is shaped by protective factors across multiple contexts, including the school, community, and family (Li, 2017; Mwangi *et al.*, 2017). While schools can provide supportive environments, families are the primary context in which values about education are formed and reinforced. Family support, quality of relationships, and expectations regarding schooling influence motivation, persistence, and coping strategies among adolescents. Conversely, limited support, strained relationships, or low expectations may heighten vulnerability to dropout and underachievement (Abuya *et al.*, 2017; Psaki *et al.*, 2021).

In counties such as Elgeyo-Marakwet, girls' educational trajectories are shaped by the intersection of socio-cultural practices, economic conditions, and household dynamics. Initiatives promoting alternative rites of passage and community sensitization indicate gradual progress toward supporting girls' schooling, yet outcomes vary widely among students facing similar risks (Magige, 2020). This variation suggests that factors within the family environment may play a decisive role in enabling some girls to remain engaged and succeed academically despite adversity. Therefore, this study examines the influence of family social structure on the development of educational resilience among secondary school girls in Elgeyo-Marakwet County, Kenya, focusing on family support,

family relationships, and family expectations. The findings are expected to provide context-specific evidence to inform family-centered interventions and policies aimed at strengthening girls' persistence and success in secondary education.

1.1 Problem Statement

Although access to secondary education for girls in Kenya has improved, persistence and successful completion remain inconsistent, especially in rural counties. Evidence indicates that girls exposed to similar socio-economic and cultural risks often experience markedly different educational outcomes, with some maintaining strong academic engagement while others withdraw prematurely (Republic of Kenya, 2019; NCPD, 2017). Existing interventions have largely focused on school-based solutions, paying less attention to the family environment where attitudes, expectations, and daily support for schooling are shaped (Gitagno, 2015; Karjalainen, 2021). Empirical literature highlights the importance of protective factors in fostering educational resilience among vulnerable learners (Li, 2017; Mwangi *et al.*, 2017), yet there is limited context-specific evidence on how family social structure contributes to education resilience among secondary school girls in Elgeyo-Marakwet County. In particular, the roles of family support, family relationships, and family expectations in sustaining girls' academic persistence remain underexplored. Without such evidence, policies and programs risk overlooking critical family-based influences that determine whether girls remain in school and succeed.

1.2 Purpose of the Study

The purpose of this study was to investigate the influence of family social structure on the development of educational resilience among secondary school girls in Elgeyo-Marakwet County, Kenya.

1.3 Objectives of the Study

- 1) To assess the effect of family support on educational resilience among secondary school girls.
- 2) To determine the effect of family relationships on educational resilience among secondary school girls.
- 3) To examine the effect of family expectations on educational resilience among secondary school girls.

1.4 Research Question

- How does family social structure in terms of family support, family relationships and family expectations influence the educational resilience among secondary school girls in Elgeyo-Marakwet County, Kenya?

1.5 Research Hypotheses

H₀₁: Family support has no statistically significant effect on educational resilience among secondary school girls.

H₀₂: Family relationships have no statistically significant effect on educational resilience among secondary school girls.

H₀₃: Family expectations have no statistically significant effect on educational resilience among secondary school girls.

1.6 Theoretical Framework

The study was anchored on Social Capital Theory to examine how family relationships influence educational resilience among secondary school girls. Social Capital Theory posits that individuals gain resources from their social networks, including emotional support, guidance, information, and access to opportunities, which can facilitate academic success (Bourdieu, 1986; Coleman, 1990; Putnam, 1993 & 2000). Within the family, these resources are transmitted through supportive interactions, shared norms, and expectations, enabling adolescents to overcome challenges that may impede schooling. The theory identifies different forms of social capital: bonding, bridging, and linking. Bonding capital exists within close-knit groups such as the family and provides emotional support and shared values. Bridging capital connects individuals to broader networks, offering access to information and opportunities outside the immediate family. Linking capital facilitates connections between individuals and institutions, such as schools or community organizations (Berzina, 2011; Claridge, 2018).

When applied to this study, the three dimensions of family social capital were examined: family support, family relationships, and family expectations. Family support includes the provision of emotional, material, and academic assistance. Family relationships refer to the quality of interactions, including trust and communication. Family expectations capture the academic aspirations communicated by parents or guardians. These dimensions collectively shape girls' capacity to persist and succeed academically despite socio-cultural and economic challenges. By looking at these family social capital dimensions, this research aims to examine how family social structure influences educational resilience among secondary school girls in Elgeyo Marakwet County, Kenya.

2. Literature Review

Educational resilience is increasingly recognized as a critical factor in understanding why some students succeed academically despite exposure to adversity. Resilience refers to the capacity to positively adapt to challenges and to maintain progress toward goals in the face of risk (Windle, 2011; Masten, 2018). From a sociological perspective, resilience also reflects how individuals navigate social structures and cultural norms that may constrain educational attainment (Mu, 2020). For girls in Kenya, barriers such as early marriage, teenage pregnancy, gendered domestic responsibilities, Female Genital Mutilation (FGM), insecurity, and poverty are common obstacles to completing secondary education (Tao, 2018; Naibei *et al.*, 2022). These challenges indicate that resilience emerges not solely from personal traits but from the interaction between the

individual and the supportive capacities of social institutions, including the family, school, and community (Abuya *et al.*, 2017; Mustafa, 2025; Okoye, 2026).

Social institutions, particularly the family, play a central role in shaping educational resilience. Families transmit social norms, cultural values, and behavioral expectations that influence how children respond to academic challenges (Grusec & Hastings, 2015; Thuba, 2019; He & Shi, 2025). Academic socialization, which involves the ways in which parents encourage learning, communicate expectations, and provide supervision, has been shown to be a strong predictor of academic persistence and achievement (García-Crespo *et al.*, 2021). In contexts where formal educational resources are limited, the relational and emotional support provided within the family often outweighs school-based interventions in fostering resilience.

Parental support is a critical mechanism through which educational resilience develops. Supportive families provide emotional encouragement, guidance, and material assistance, which buffer the effects of poverty and other social disadvantages (Masten, 2018; Trieu & Jayakody, 2018; OECD, 2019). Evidence from Kenya and other resource-constrained settings shows that girls often cite encouragement from parents and extended kin as a primary motivator for persisting in school despite challenges such as long distances, school fees, and inadequate infrastructure (Marco, 2016; Wulani *et al.*, 2025). Beyond parents, siblings, cousins, and other relatives frequently act as informal mentors, reinforcing the value of education and helping children navigate academic demands (Foster, 2013; Carrillo, 2018). Cultural narratives, storytelling, and the transmission of values like perseverance and social responsibility further support the development of resilience (Rocha, 2021; Surum, 2022; Oforiwa, 2021).

The quality of family relationships is equally important in fostering educational resilience. Open communication, trust, warmth, and mutual respect create an environment where children feel supported and valued, enabling them to manage stress and maintain focus on school (Horstman *et al.*, 2016; Suizzo *et al.*, 2016; Roman *et al.*, 2025). Studies across multiple cultural contexts, including Spain, the United States, China, Ghana, and Kenya, demonstrate that strong parent-child relationships are associated with higher academic achievement and persistence, even in low-income and high-adversity settings (Jowkar *et al.*, 2011; Robinson & Meredith, 2013; Li & Yeung, 2017; Oforiwa, 2021; Thuba, 2019). Emotional presence and consistent guidance often matter more than direct academic involvement, particularly in households where parents may lack formal education.

Family expectations further shape educational outcomes by communicating standards, aspirations, and cultural values that motivate children to persist academically. Narratives of hardship, sacrifice, and the importance of education provide a sense of purpose and responsibility, particularly among girls in low-resource contexts (Rocha, 2021; Sandoval-Hernández & Białowolski, 2016; Paugh, 2018). Both parents and siblings contribute to these expectations, and when communicated clearly, they have been linked to higher motivation, self-efficacy, and resilience (Martín-Lagos, 2018; Rodríguez *et al.*, 2017). In some cases, girls internalize these expectations to avoid adverse outcomes, such

as early marriage, and to pursue upward social mobility. However, there is limited understanding of how girls navigate conflicting expectations, such as balancing domestic responsibilities with academic goals, particularly in non-Western, low-income settings.

While evidence consistently underscores the importance of family support, relationships, and expectations, several gaps remain in the literature. Research has often generalized parental influence or focused narrowly on maternal involvement, with less attention to extended kin networks or cultural narratives that operate in disadvantaged communities. The ways in which girls interpret and respond to expectations in contexts of poverty, cultural norms, and social disadvantage are not well documented. Moreover, most studies are situated in Western contexts, limiting applicability to rural and semi-arid regions in sub-Saharan Africa. Therefore, this study sought to examine how family social structure, including support, relationships, and expectations, shapes the educational resilience of secondary school girls in Elgeyo-Marakwet County, Kenya.

3. Materials and Methods

The study adopted a mixed methods approach with a convergent parallel design to examine how family social structures influence the educational resilience of secondary school girls in Elgeyo-Marakwet County, Kenya. Participants included 447 form four girls, 7 teachers, and 8 parents/guardians, selected using stratified and purposive sampling, respectively, to ensure representativeness and depth of data. Data were collected from thirty public secondary schools, comprising 15 girls' boarding schools and 15 mixed day schools, from May 2024 to September 2024. Questionnaires were administered to four girls, while semi-structured interviews were conducted with teachers and parents/guardians. The questionnaires comprised scales measuring family social structure constructs and educational resilience, with all items rated on a five-point Likert scale. Validity was ensured through expert review and exploratory factor analysis, while reliability was confirmed using Cronbach's alpha. Qualitative data were obtained from semi-structured interviews with the 7 teachers and 8 parents/guardians, focusing on their experiences and perspectives regarding family influence on girls' educational resilience. The interview data were analyzed thematically, with codes and themes derived from transcripts and interpreted alongside the survey findings. Quantitative data were analyzed using descriptive statistics and multiple linear regression to test the three study hypotheses. Means, standard deviations, and regression coefficients were computed to examine the relationships between family social structure constructs and educational resilience. Ethical considerations, including informed consent, confidentiality, anonymity, and voluntary participation, were strictly observed throughout the study.

4. Results and Discussions

4.1 Respondents' Demographic Information

The section presents the demographic characteristics of the respondents who participated in the study on the influence of family social structure on the development of educational resilience among secondary school girls in Elgeyo-Marakwet County, Kenya.

Table 1: Demographic Characteristics of the Respondents

Demographic Characteristic	Frequency	Percent (%)
School Type		
Mixed-day secondary school	226	50.6
Girls boarding secondary school	221	49.4
Total	447	100
Family Type		
Nuclear family	326	72.9
Single-parent family	64	14.3
Polygamous family	57	12.8
Total	447	100

Table 1 shows that the respondents were almost evenly split between mixed-day schools 226 (50.6%) and girls' boarding schools 221 (49.4%), ensuring representation of both learning environments. The majority of the girls came from nuclear families 326 (72.9%), with smaller proportions from single-parent 64 (14.3%) and polygamous families 57 (12.8%). This indicates that most participants were raised in households with both parents present, while a notable minority experienced alternative family structures. The distribution suggests that the study captures a broad range of family and school contexts, which is important for understanding how different social structures might influence educational resilience.

4.2 Descriptive Statistics of the Study Variables

The items for measuring the study variables were measured on a five-point Likert scale (1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, and 5=Strongly Disagree). The results are shown in Tables 4, 5 and 6.

Table 4: Education Resilience for Girls

Item Code	Statement	Mean	SD
ER1	I am good at dealing with difficult situations in school	3.443	1.273
ER2	I am optimistic that I will do well in KCSE	4.716	0.593
ER3	I believe that secondary school education is important for me	4.568	0.73
ER4	I am optimistic of joining a college/university	4.785	0.579
ER5	I am able to handle criticism at school like teachers' remarks when I fail exams	3.698	1.145
ER6	Difficulties do not affect my goal of completing school	4.034	1.176
	Grand Mean	4.207	0.916

The results in Table 4 show generally high levels of educational resilience among the respondents (Grand mean= 4.207, SD= 0.916). The highest mean scores were recorded for items ER4 (M = 4.785, SD = 0.579) and ER2 (M = 4.716, SD = 0.593), indicating strong optimism among the girls regarding their prospects of joining college or university and performing well in the KCSE examinations. Similarly, item ER3 (M = 4.568, SD = 0.730) suggests that respondents strongly recognize the importance of secondary education. These findings reflect strong educational aspirations among the girls. As one teacher explained, *“many of the girls still believe that education is their best opportunity to improve their future.”*

Moderate agreement was observed for item ER6 (M = 4.034, SD = 1.176), indicating that many respondents remain determined to complete their schooling despite challenges. However, relatively lower means were recorded for items ER5 (M = 3.698, SD = 1.145) and ER1 (M = 3.443, SD = 1.273), suggesting that coping with criticism and difficult situations in school varies among the students. This implies that while aspirations remain high, the ability to manage academic pressure and setbacks differs across individuals. A parent interviewed during the study similarly observed that *“sometimes the girls lose confidence after failing exams, but encouragement from home helps them continue.”* These findings indicate that secondary school girls in Elgeyo Marakwet County demonstrate strong educational aspirations and commitment to schooling, although their ability to manage difficult situations and criticism at school varies.

Table 5: Family Support

Item Code	Statement	Mean	SD
FS1	My family provides the basic needs required for my schooling	4.318	0.914
FS2	My family encourages me to work hard in school	4.482	0.781
FS3	My family discusses my academic progress with me	4.126	0.996
FS4	My family motivates me when I feel discouraged about school	4.205	0.952
FS5	My family supports my goal of completing secondary school	4.521	0.743
FS6	My family helps me solve problems that affect my schooling	4.093	1.018
	Grand Mean	4.291	0.901

The results in Table 5 indicate a high level of perceived family support among the respondents (Grand Mean = 4.291, SD = 0.901). The highest mean scores were recorded for items FS5 (M = 4.521, SD = 0.743) and FS2 (M = 4.482, SD = 0.781), suggesting that most girls perceived strong encouragement from their families to complete secondary school and perform well academically. These findings indicate that families play an important motivational role in sustaining girls' educational participation. One teacher explained that *“many parents may not have much, but they still keep reminding the girls that education is important.”*

Relatively high agreement was also observed for items FS1 (M = 4.318, SD = 0.914) and FS4 (M = 4.205, SD = 0.952), suggesting that many families attempt to provide basic schooling needs and emotional encouragement when girls face academic difficulties. This pattern reflects the supportive role families play in helping students remain focused on

their educational goals despite challenges. Moderately high means were observed for FS3 ($M = 4.126$, $SD = 0.996$) and FS6 ($M = 4.093$, $SD = 1.018$), indicating that while many families discuss academic progress and assist with schooling challenges, the extent of such engagement varies among households. A parent interviewed during the study remarked that *“even when we cannot help with schoolwork, we still talk to them about their progress and encourage them to continue.”*

These findings suggest that most respondents perceive their families as supportive of their educational pursuits, particularly through encouragement, motivation, and reinforcement of schooling goals. This form of support appears to provide an important foundation for sustaining girls’ engagement in secondary education.

Table 6: Family Relationships

Item Code	Statement	Mean	SD
FR1	I feel comfortable sharing my thoughts and feelings with family	3.904	1.264
FR2	We engage in activities that promote bonding and togetherness	3.911	1.156
FR3	Communication with my family is open and honest	3.727	1.373
FR4	Interaction with relatives allows me to discuss educational concerns	3.55	1.287
FR5	My close relationship with my mother enables me to discuss school challenges	4.248	1.083
FR6	My father's caring nature encourages me to seek his help	3.975	1.28
	Grand Mean	3.886	1.241

The results in Table 6 show that respondents generally reported moderately positive family relationships (Grand Mean = 3.886, $SD = 1.241$), suggesting that family interactions provide an important social context supporting girls’ educational experiences. The highest mean was observed for FR5 ($M = 4.248$, $SD = 1.083$), indicating that many respondents rely on their mothers as key sources of support when facing school challenges. One teacher confirmed this observation noting that *“most girls feel more comfortable discussing their school problems with their mothers.”*

Similarly, FR6 ($M = 3.975$, $SD = 1.280$) indicates that fathers are also perceived as supportive figures, although the higher variability suggests differences in emotional engagement across families. Items relating to emotional openness and bonding within the household, including FR1 ($M = 3.904$, $SD = 1.264$) and FR2 ($M = 3.911$, $SD = 1.156$), recorded moderate agreement, suggesting that while many girls feel comfortable sharing their thoughts and engaging in family bonding activities, these experiences are not uniform.

Lower means were recorded for FR3 ($M = 3.727$, $SD = 1.373$) and FR4 ($M = 3.550$, $SD = 1.287$), indicating that open family communication and interaction with extended relatives are less consistent sources of support. As one parent noted, *“when families create time to talk together, children find it easier to share their school challenges.”* These findings suggest that close parental relationships, particularly with mothers, play a central role in supporting girls’ educational resilience, although communication patterns and extended family involvement vary across households.

Table 4.7: Family Expectations and Experiences

Item Code	Statement	Mean	SD
FE1	My parents believe that education will improve my life	4.613	0.746
FE2	My family communicates their expectations regarding my educational choices	4.26	0.911
FE3	My family's value of educational success motivates me in school	4.331	0.885
FE4	My family's expectations motivate me to work harder in my studies	4.481	0.828
FE5	My parents and siblings' conversations about their resilience encourages me to work hard	4.206	0.99
FE6	My parents/guardians have a positive attitude towards my education	4.358	0.943
FE7	My siblings and other relatives have high expectations for my education	4.244	1.034
	Grand Mean	4.356	0.905

The results in Table 4.7 indicate that respondents reported high levels of family expectations and supportive educational experiences (Grand Mean = 4.356, SD = 0.905), suggesting that family environments play a strong role in shaping girls' academic motivation and resilience. Parental belief in the value of education (FE1) recorded the highest mean ($M = 4.613$, $SD = 0.746$), indicating strong and consistent agreement that education is viewed as a pathway to improved life outcomes. This is supported by a teacher's observation that *"you can always tell when a girl's parents believe in education; she walks into class with purpose."*

Family expectations as a source of motivation (FE4) also recorded a high mean ($M = 4.481$, $SD = 0.828$), suggesting that expectations within the household encourage students to work harder. A parent reinforced this by noting, *"I tell her that I expect nothing less than her best... she tries hard not to disappoint."* Closely related, communication of expectations (FE2) ($M = 4.260$, $SD = 0.911$) highlights the role of explicit family discussions in shaping academic direction. As one teacher observed, *"students with clear goals often mention family discussions that guide their decisions."* Parental attitudes toward education (FE6) ($M = 4.358$, $SD = 0.943$) and family values regarding educational success (FE3) ($M = 4.331$, $SD = 0.885$) further indicate that supportive and value-driven home environments reinforce academic engagement. A teacher noted that *"girls whose families prioritize education tend to be very serious in class,"* pointing to the link between family values and student behavior.

The influence of extended family expectations (FE7) ($M = 4.244$, $SD = 1.034$) and family narratives of resilience (FE5) ($M = 4.206$, $SD = 0.990$) also contributes to motivation, although the relatively higher variability suggests that these influences are less consistent across respondents. This is reflected in a parent's remark, *"I share my struggles with them so they can be stronger,"* indicating how lived experiences within families can encourage persistence. These findings suggest that family expectations operate through interconnected mechanisms, including strong belief systems, high expectations, positive

attitudes, and communication practices. While these factors are generally robust, the variation observed in some items indicates differences in how consistently such support is experienced across households, which may influence the degree to which girls develop sustained educational resilience.

4.3 Hypotheses Testing

The study hypotheses (H_{01} , H_{02} , and H_{03}) on the effects of family social structure constructs (family support, family relationships, and family expectations) on educational resilience for secondary school girls were tested using a multiple linear regression analysis. The results are presented in Tables 8, 9, and 10.

Table 8: Correlation Matrix of Study Variables

	Variable	1	2	3	4
1	Education Resilience	1			
2	Family Relationships	0.192*	1		
3	Family Support	0.510*	0.256*	1	
4	Family Expectations	0.240*	0.374*	0.404*	1

*Correlation is significant at the 0.01 level (1-tailed).

The correlation matrix in Table 8 indicates that all three family social structure constructs were positively associated with educational resilience. Family support showed the strongest relationship ($r = 0.510$, $p < 0.01$), followed by family expectations ($r = 0.240$, $p < 0.01$) and family relationships ($r = 0.192$, $p < 0.01$). This preliminary analysis suggests that while all constructs are relevant, family support may have a dominant influence.

Table 9: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Sig.
1	.514 ^a	0.264	0.259	0.538	.000

a Predictors: (Constant) Family Support, Family Relationships, Family Expectations
b Dependent Variable: Education Resilience for Girls

The model summary in Table 9 shows a moderate positive correlation between the predictors and educational resilience ($R = 0.514$, $p < 0.05$). The coefficient of determination ($R^2 = 0.264$) indicates that approximately 26.4% of the variation in educational resilience among secondary school girls is explained by the three family constructs collectively.

Table 10: Model Fit

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	46.09	3	15.363	53.033	.000 ^b
	Residual	128.335	443	0.29		
	Total	174.425	446			

a Dependent Variable: Education Resilience for Girls
b Predictors: (Constant), Family Support, Family Relationships, Family Expectations

The ANOVA results (Table 10) confirm that the three predictors jointly have a statistically significant effect on educational resilience, $F(3, 443) = 53.033$, $p < 0.05$. This implies that, together, family support, relationships, and expectations significantly influence girls' resilience in secondary school. The regression coefficient output was further examined to determine each factor's specific contribution to the overall model. The results are shown in Table 11.

Table 4.11: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.906	0.236		8.07	.000
Family Relationships	0.043	0.032	0.06	1.351	.177
	0.499	0.046	0.486	10.827	.000
Family Support	0.025	0.057	0.021	0.443	.658
Family Expectations					
<i>a Dependent Variable: Education Resilience for Girls</i>					

H_{01} stated that family support has no statistically significant effect on educational resilience among secondary school girls. However, the results in Table 11 showed that family support had a positive and statistically significant effect on educational resilience ($\beta = 0.486$, $p < 0.05$). This suggests that for every unit increase in family support, educational resilience is predicted to increase by approximately 0.486 units. As a result, the null hypothesis was rejected. These findings indicate that practical support, encouragement, and guidance from family members are central to fostering educational resilience among secondary school girls. These findings are consistent with evidence that supportive family environments provide critical emotional and material resources that buffer adversity and promote persistence in education (Masten, 2018; OECD, 2019). They also align with research in similar contexts showing that encouragement from parents and extended family plays a key role in sustaining girls' engagement in schooling despite structural barriers (Abuya *et al.*, 2017; Wulani *et al.*, 2025).

H_{02} stated that family relationships have no statistically significant effect on educational resilience among secondary school girls. The regression results showed a positive but non-significant effect ($\beta = 0.060$, $p > 0.05$), indicating that while family relationships are associated with resilience, their effect is not independent of family support in the multivariate model. As a result, the null hypothesis was accepted. The findings suggest that the influence of family relationships may operate indirectly through support rather than as a standalone factor. This partially aligns with studies emphasizing the role of trust, communication, and emotional closeness in promoting academic outcomes (Horstman *et al.*, 2016; Suizzo *et al.*, 2016; Roman *et al.*, 2025). However, the lack of a significant independent effect indicates that relational quality alone may not be

sufficient in contexts where material and academic support are critical for sustaining participation in education.

H₀₃ stated that family expectations have no statistically significant effect on educational resilience among secondary school girls. The results showed a non-significant effect ($\beta = 0.021$, $p > 0.05$), implying that expectations alone do not independently predict resilience when family support is accounted for. As a result, the null hypothesis was accepted. The study suggests that while expectations may shape aspirations, they require reinforcement through active support and engagement to influence outcomes. This finding contrasts with studies linking parental expectations to increased motivation and persistence (Sandoval-Hernández & Białowolski, 2016; Rodríguez *et al.*, 2017), but supports the argument that expectations must be embedded within broader processes of academic socialization to be effective (García-Crespo *et al.*, 2021). In resource-constrained settings, expectations without corresponding support may have limited practical impact on girls' ability to remain in school.

5. Conclusion

This study examined the influence of family social structure, specifically family support, family relationships, and family expectations, on the educational resilience of secondary school girls in Elgeyo-Marakwet County, Kenya. The findings indicate that family support is the strongest and most significant predictor of educational resilience, while family relationships and family expectations, although positively correlated at the bivariate level, do not independently predict resilience when considered alongside family support. This highlights that practical and emotional support from family members, such as guidance, encouragement, and active involvement in a child's education, plays a more direct role in fostering resilience than expectations or relationship quality alone. The study concludes that promoting educational resilience among girls in secondary schools requires families to actively provide support that addresses both academic and emotional needs. Environments where girls feel encouraged, guided, and backed by their families are more likely to sustain perseverance, engagement, and success in school, even in the face of socio-economic and cultural challenges. These findings reinforce the critical role of families in shaping educational outcomes, suggesting that interventions aimed at strengthening family support can have meaningful impacts on girls' resilience.

6. Recommendations

Several practical implications arise from the findings of this study. The results showed that family support significantly influences educational resilience among secondary school girls in Elgeyo-Marakwet County, whereas family relationships and family expectations did not demonstrate an independent effect when examined alongside other variables. Based on these findings, the study recommends that the Ministry of Education

Science and Technology (MOEST) should strengthen school initiatives that guide parents and guardians on providing practical and emotional support for girls' education. This may include structured parent-teacher engagement forums and school-led guidance on supporting learning at home, monitoring academic progress, and encouraging persistence during academic challenges. Teachers Service Commission (TSC) in partnership with the Kenya Institute of Curriculum Development (KICD) should also incorporate in-service training that equips teachers with strategies for working with families to reinforce supportive home learning environments. Strengthening these forms of family support can enhance girls' ability to remain engaged in school and navigate educational challenges more effectively.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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