

**INFLUENCE OF HOME AND SCHOOL BASED FACTORS ON
PUPILS ACADEMIC PERFORMANCE AT KENYA CERTIFICATE
OF PRIMARY EDUCATION IN MAKADARA SUB-COUNTY,
NAIROBI COUNTY**

**BY
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**A Research Project Report Submitted in Partial Fulfillment of
Requirement for the Award of The Degree of Master of Education in
Sociology of Education, University of Nairobi.**

2018

DECLARATION

This research project report is my original work and has not been presented to any other university.

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DEDICATION

I dedicate this work to my children, Antonio Awuonda, Precious Maiki and Mich Amani who were my source of encouragement in the realization of this project.

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ABBREVIATIONS AND ACRONYMS

CBC	Competent Based Curriculum
KCPE	Kenya Certificate of Primary Education
KICD	Kenya Institute of Curriculum Development
MOE	Ministry of Education
NACOSTI	National Commission for Science Technology and Innovation
PA	Parent Association member
SCDE	Sub County Director of Education
SPSS	Statistical Package for Social Sciences

ABSTRACT

The aim of primary education is to provide education at the basic level of all ongoing primary school pupils. This study was carried out to investigate influence of home and school based factors on pupil's academic performers at Kenya certificate of primary education in Makadara sub-county, Nairobi County. The study objectives were to determine the relationship between adequate teachings and learning resources and academic performance in KCPE, determine influence of physical facilities and pupil's academic performance in KCPE, the parents' influence, sources of income and pupils' academic performance in KCPE, establish influence of parents' level of education and pupils' academic performance in KCPE. The study was carried out in Makadara sub-county, Nairobi County. The study adopted the ex-post facto design which involved the studies that investigate possible causes and effects by observing an existing condition and searching back in time for possible causal factors. It involved testing the possible antecedents of events that had happened and that the investigator cannot manipulate. The study was carried out in Makadara sub-county within Nairobi County, an area glaring contrast in living standards, ranging from middle level class income areas of Buruburu, South B to the sprawling Mukuru informal settlement which is characterized by poor living standards and second middle class income areas of Kaloleni, Jericho, Maringo, Mbotela and Makongeni. The Sub-County has 26 public primary schools offering the 8-4-4 system of education and competent based curriculum according to Sub-County Director of Education (SCDE). The target population consisted of public primary schools, teachers and pupils. The study sampled 240 teachers, 39 Parents Association members and 150 pupils from class 6 and 7. The data collection instruments comprised of questionnaires and interview guide. Data collected was categorized, coded, analyzed then tabulated. The analysis was done using Statistical Package for Social Sciences (SPSS). The analysis was both qualitative and quantitative. Quantitative analysis considered use of frequency counts and distribution, tabulation totals and calculation of percentages aimed at generating the data collected into meaningful groups and frequency tables for further analysis. Qualitative analysis involved the conclusions from the respondents' opinions. The study established that most parents had a college educational level, majority of the teachers were female whereas majority of the students were males. It also established that parental level of income influenced pupils' performance in KCPE at 60%. Physical facilities and teaching and learning resources were also cited as factors that highly influence performances. The researcher recommended that the parents should provide a conducive learning environment at home to give the pupils ample time and space to study. Parents ought to strive to provide the basic required learning materials that are vital for a good performance in the KCPE exam irrespective of their level of income. The government should endeavor to allocate funds to be used for improving on the existing teaching and learning resources in public primary schools while adding more. The government should allocate enough funds that will enable provision of key physical learning facilities.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Home based factor is defined by Douglas (2009) as features of the domestic lives of people that contribute to their living conditions. These factors may be physical (psychological, physical conditions due to parenting), social circumstances (nest, living or wider cultural patterns of life related to the location (suburban environments, urban environments). A study undertaken by Drake (2000) on academic performance in United States of America has shown that students in schools across America are faced with special emotional and environmental problems which affect their academic performance. A study by Marzano (2003) on home environment influencing academic performance states that, educated parents have the capacity to provide a suitable environment for the academic success of their children while the authorities of the school have the capability of providing guidance and counseling to the parents for creating positive home environment, for the improvement in students' quality of work. Their findings imply home environment has great impact on learner's positive and negative academic performance.

Researchers and educators have long considered the involvement of parents in the education of their children as a major pathway to children success (Fullarton, 2004). Findings based on those studies link parent involvement in the schooling of their children to positive educational outcomes such as greater learner, motivation to learn, better learner behaviors in school, high student test scores and long term achievement. The findings of Fullarton, (2004) suggest that differences in academic performance vary with parental background; institutional environment and home environment play a pivot role in learners' academic outcomes. Other studies focusing on parental level of education have also showed that the educational level of learners' parents (Robitaille, 2006, Schafer, 2009) home educational resources (Mullis et al,

2006), socio-economic status of the parents (Majoribanks, 2008), and provision of quality school work assistance by parents (Engheta, 2004), are some of the major factors that can explain the variance in academic achievement. (Okpala and Smith, 2005) cited the findings of the studies done by (Hanushek, 1997) and Fergusson, (1991) which indicated that the family background of the learners affects their academic achievement. Nevertheless, as resourceful as they are, these studies have been carried out elsewhere especially in developed countries, and limited data is available from developing countries.

Studies done in Metropolitan city of Pakistan by (Farooq, Chaundhry, and Shafiq & Berhanu 2011) on the role of parental involvement on student academic performance, indicated that students with educated parents score higher on standardized test than those with uneducated parents. Similarly, a study undertaken by Obanya (2004) in West Africa noted low socio-economic status was among some of the factors responsible for the low academic performance of pupils in schools. He also noted that many pupils do not pass well in external examination such as West Africa school certificate. This implies that education is a fundamental strategy for human resource development which serves as a means of steering economic growth. Kenya Certificate of Primary Education (KCPE) serves as the first major educational milestone. Performance on this national examination is critical for students and parents alike. Mwanzia, (2007) & Rotich, (2002) both noted that the decline in KCPE performance is a major concern for the parents, the political leaders, the educators, and provincial administration and community leaders. The causes for the decline have been categorized into two that include out of school and in school (institutional) related factors.

Institutional factors include; administration effectiveness, teachers' commitment to their teaching students' attitude to learning, social facilities among others. Despite the taking of major steps in the education sector and in training, there is still persistence of a number of challenges. At the heart of

challenges in Kenya is erratic parental involvement in learner's education; this has seriously affected retention rates in the country (Republic of Kenya, 2010). An earlier study done in Kenya by Mutuku (2006) also sought to find out factors influencing students' performance in Kenyan national examinations. The findings revealed lack of commitment by teachers, instruction incompetence, inability of administrators and educational officers, poor relationship between teachers, learners and parents also led to poor performance. This study hopes to fill this knowledge gap by examining the influence of home and school-based factors on pupil's performance at KCPE in Makadara Sub-County. Furthermore, studies in Nairobi have not fully examined parents' socio-economic factors and their relationship with learners' academic achievement, agenda in administration and locality of the institutions. Therefore, the current study examined and provided new ideas on school and home-based factors influencing pupil's academic performance in public primary schools in Makadara sub- county, Nairobi County, Kenya.

1.2 Statement of the Problem

Pupils declining performance in the KCPE examination has been a major headache to all stakeholders in the education sector including parents and teachers who are directly involved in the learning process and outcomes. A significant proportion of learners nationally tend to score very low marks and fail to progress to secondary schools and consequently discontinue from learning. National development can only occur if, pupils are able to complete the education cycle from primary to secondary leavers onto higher education of learning. A review of the literature points to several gaps in the understanding of factors affecting KCPE performance in Kenya. Although collective studies done in primary public schools have established that such factors like inadequate and relevant textbooks, teachers' qualification, and student background affect performance in examinations, little research has been done on the influence of home and school based factors on students' performance in KCPE examinations. Furthermore, regional variations in

performance in specific regions in Nairobi, specifically in low performing Sub Counties such as Makadara Sub-County, have not been thoroughly explored, hence, the need for this study.

1.3 Purpose of the study

The purpose of the study was to explore the influence of home and school based factors on pupil's performance at KCPE in Makadara Sub- County, Nairobi County, Kenya.

1.4 Research Objectives

The study sought;

- i. To establish the extent to which provision of adequate teaching and learning resources influences pupil's academic performance in KCPE in Makadara Sub-county.
- ii. To establish the extent to which availability of physical facilities influence pupil's academic performance.
- iii. To establish the extent to which parents level of education influence pupil's academic performance.
- iv. To determine the extent to which parents' sources of income influences pupil's academic performance in KCPE.

1.5 Research Questions

The following research questions guided this study.

- i. Does provision of teaching and learning resources influence pupil's academic performance in KCPE?
- ii. To what extent do availability of physical facilities influence pupil's academic performance in KCPE?
- iii. To what extent does parental level of education influence pupil's academic performance in KCPE?
- iv. To what extent does parental source of income influence pupil's academic performance in KCPE?

1.6 Significance of the study

The determinations of this study may help the Ministry of Education on developing appropriate and adequate infrastructure and formulation of policy guidelines geared towards encouraging other stakeholders like parents, head teachers, administrators among others to realize the effect of school and home based factors on pupil's academic. The school managers namely the head teachers and deputy head teachers may utilize the findings in coming up with strategies to improve performance and promote school/community relations. The findings may also act as spring board for future researchers who might wish to explore the field of student performance further and in-cooperate other factors not admitted in the study.

1.7 Limitations of the study

The study was limited to home and school based factors that influence pupil academic performance. It was ascertained that some of the respondents may not give factual data. To overcome this, the respondents were assured of confidentiality thus no names of individuals were needed for this research.

1.8 Delimitations of the study

The study was confined to public primary schools in Makadara Sub-County, Nairobi County. Private schools were not involved in this study because they operate differently and may not share information regarding their school performance.

1.9 Definition of operational terms

Home-based factors: refer to aspects that relate to the home environment and affect the learners' academic performance in KCPE in public primary schools, for example parents support in participation in school affairs, level of income, level of education etc.

Public primary school: refers to schools managed and run by the government. Therefore, they receive financial support from the government or local authorities and give education from standard one to eight.

School-based factors: refers to aspects that relate to the school environment that affect performance in KCPE in public primary schools example the availability of learning and teaching resources, teacher-student ratio.

Teaching and learning resources: refers to books, classrooms, desks, chairs, charts, chalk among others as aspects that affect the students' academic performance in KCPE in public primary schools.

1.10 Organization of the study.

The study was structured into five chapters. The first chapter consists of the background to the study, the statement of the problem, the objective, the limitations, and the delimitation of the study, the definition of terms and the organization of the study. The second chapter of the study focuses on the literature review. This included home related factors such as parents' level of income, parents' level of education while school related factors included teaching and learning resources and physical facilities and conceptual framework. Chapter three comprises of research methodology which was divided into study design, target population, sampling techniques, research tools, reliability of the instruments, the data collection procedures and data analysis. Chapter four contains data analysis, interpretation and discussion. The fifth chapter five contains the summary, conclusion, recommendation and suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This study investigated the contribution of home and School based factors in learners' academic outcomes in primary schools in Makadara Sub-County of Nairobi County. Basing on the purpose of this study, a summary of relevant literature was used to conceptualize the key areas of the study.

2.1 Influence of learning and teaching resources on the students' academic performance

In a study designed to investigate the link between class size and performance in Ghana Kraft, (2004), found that schools with smaller class sizes perform better academically than schools with larger class sizes. Similarly, Asiedo-Afrofi, (2001) indicates good teaching is best done in classes with smaller number that allow for individual attention, social adjustment and creativity. Fair ratio between the teacher and pupils provides a conducive environment for learning, mark books and revising work previously done. Their finding implies that teachers are able to identify weak pupils and assist them appropriately in small class sizes compared to large class sizes.

Early studies by several authors have also noted the importance of teaching and learning resources. For instance, Eshiwani, (1981) observed that lack of school materials had an impact on performance in both primary and secondary schools. Furthermore, in 1997 he found that the institutional factors related to teaching and learning materials significantly affected the performance in pupils. Tum (1986), in support of Eshiwani noted that lack of facilities is a major contribution factor to pitiable performance. He emphasized that a human element must be in concord with performance. More recently a study by (Ministry of Education, 2012), also indicated that text books are salient in this ultimate performance of the learners. In this circumstance, it is crystal that the shortage of teaching books and other facilities ensue in poor continuous performance.

2.2 Influence of availability of physical facilities on students' academic performance

Appropriate budgetary allocation for physical facilities like classrooms, workshops and laboratories can highly influence performance of the school (Lockheed et al, 1991). Other school facilities include land, vehicles, school hall, and learning resources, all of which require proper utilization. Head teachers are responsible for the management and maintenance of school plant equipment (Okumbe, 2001). This includes the maintenance and repair of school plant and facilities, enhancing order and cleanliness in classrooms, dormitories, halls, eating areas and surrounding environment. An organized school plant gives a good appearance of the school and this act as an important source of inspiration and motivation for the members of the school, the community and other stakeholders.

Okumbe (2001) asserts that all school projects should meet the needs of the curriculum and must be adequately managed. Diligent sitting of school plant and faculties should be the concern and responsibility of head teacher. Studies have investigated the impact of physical facilities and performance. The existence of a school library shared significantly to the academic achievement in Brazil, China, Botswana and Uganda (Heynemann & Loxley, 1993).

2.3 Influence of parents' level of education on student academic achievement

Education is viewed as a way for change in every family, the larger community, the society as well as the nation. The education mainly targets the youth as they grow to become the future for the nation. Therefore, the quality of education is paramount rather than an access because education develops people with the ability to rejuvenate the economic growth and uplift standards of living (Kivuli, 2012).The level of education of the parents is in great sympathy with the achievement of the children. Studies stress that the training level of guardians of fruitful students is higher than education level of the

guardians of unsuccessful learners. Kean & Tsai, (2005) found that the normal timeframe guardians take an interest in education is a critical factor in understudies' scholarly achievement. De Broucker & Underwood, (1998) brought up that those guardians with high training give the most helpful condition to their children to think about, in this manner giving the important inspiration to them to continue to advanced education. Harmon and Walker, Chevalier & Lanot, (2000) likewise called attention to that student scholastic accomplishment is firmly identified with family salary yet that family's instruction is the most imperative factor. Additionally, they expressed that the instructive inclinations of the youths by and large reflect family qualities. Correspondingly, Brunello and Checci, (2005) likewise reported that family's education is an essential and solid component in the assurance of understudy accomplishment.

A research carried out in Nairobi by Ogola (2010) examined parental factors that lead to poor academic execution in primary schools in the County. The involvement of parents was one of that most factor that affect the academic achievement of primary school. Parent's joblessness leads to difficulties in paying school fees for their children. Inability to meet some basic needs, irresponsible parenthood also contributes to poor performance in Nairobi County. According to European Union Monitoring report 2013, the level of Educational attainment could influence their children academic performance. Children who have tertiary level of education perform averagely. Such parents know the importance of education. According to them hereditary factors would influence children academic performance. This happens when a child inherits hapless genes from the parents (Good Health and social life initiative, 2013). The above study was carried out in Europe and not in Africa- Kenya, moreover it studied hereditary factors but the present will look at parental level of education on involvement on children education.

The educational value of the parents has a straight impact on their children's educational ambitions (Okantey, 2008). Further, Oakantey(2008) states that

the children's training is affirmatively related to their parents since children tend to simulate their parents and also shoot for reaching the level of education as their parents. Moreover, the children are more disfavored when their parents bear low levels of education; making a cycle of nescient family members who cannot surpass the education of the parents. Children from highly enlightened and educated families are more aspirational and achieve higher levels of education. The parents' education level has a positive and substantial effect on the registration of public school children since parental level of education influences parental involvement, endorsement and expectation to their children. Okantey (2008) further explores that the level of parental education contributes to positive income which can induce parents to give their children a solid cornerstone for schooling and life success. Inversely, lower educational levels are associated with higher preponderance of indicators of insalubrious lifestyle. Therefore parent's efficacy has stronger predictors of schooling success. This study investigated parental efficacy while the present study will look at parental level of education.

Working mothers who are paid are more likely to bear higher educational qualifications, dwell in a higher income ménage, and have a lower likeliness of going into depression than the mothers who are not in paid employment. These factors explicate the increased levels of behavioral troubles for boys of non-working mothers, but the same was not true for girls. Beck (2009) posits that the educational attainment influences career chances as well as earnings. Besides, she also states that education substantially contributes to the variations witnessed in the parenting patterns. The deviation in the parents Socio-Demographic status are reflected in the family interaction. According to Beck (2009) parents with higher Socio-Demographic status read to, talk to, and otherwise stimulate their babies and public preschoolers more than those with lower socio-Demographic status. Their counterparts in the lower socio-demographic status are more commanding.

Singh, Thind & Jaswal (2007) study in India on the influence of parental educational level on involvement in children education in public schools in India found out that parental level of education especially in woman brings about positive academic changes in their children as their homework is checked and children are explained the importance of education by their mother setting example. Children are explained to the need of acquiring education hence getting rid of negativity. This study was done in India and not in Kenya which the present study will focus on. According to Okantey (2008) parents with higher levels of education have stronger sureness in their children's academic abilities, and they also have more eminent weans expectations. They anticipate that their children will earn high grades, conduct themselves well in schools and attend all classes while in college. These high anticipations play a significant role in motivating the children to perform well as expected. The sureness the parents have in their children shapes the child's confidence in his or her academic abilities making them more likely to enjoy success.

According to Ndani, (2008) urges that the higher the motivation level from parents the higher the confidence of children which is a positive element in education. According to 2007 statistics report by the National Centre for Children in poverty report, the parents with lower levels of education are also most likely to be low income earners. The problems related to behavior such as aggression are more pronounced in the low income earning families as well as families with lower levels of educational. A study by Ngwiri, (2008) in Nairobi Kenya shows that children from high educated families discuss school related activities such as going through assignments reading to their children, this is a positive indicator to children education. Ngwiri study was carried in Nairobi while this one was done in Nandi Central Sub-County, Kenya.

Litali, (2013) in Mombasa and Chepkemoi in Kuresoi Division Nakuru County Kenya found out that parents' level of education has a direct impact on their children educational aspiration. Parents in higher Socio-Demographic

status talk to, read to encourage their children to read more. Their children are more ambitious and hence acquire more from their teachers and climb higher in educational ladder. This study was accomplished in other parts of Kenya but has not been out in Nandi Central Sub-County, Nandi County. Chepkemoi, (2012) in Kuresoi Division, Nakuru County in Kenya found out that parental education level has a direct impact on their children educational aspiration. Parent in higher Socio-Demographic status talk to, read to and encourage their children, are more ambitious and hence acquire more from their teachers and climb higher in education ladder. The above study was done in Kuresoi Division, Nakuru County and not in Nandi Sub- County. Moreover, she studied Socio-economic status and not parental level of education which this study intends to.

Another study by Masha, (1999) investigated parental support on achievement of objectives of private primary education in Kaloleni division, Kilifi district. The objectives of the study included: To evaluate the way in which parental support influences pupil's achievements of the objectives of primary education. The determinations of the study suggested that parental support has a significant impact on the learning and achievement of primary education in Kaloleni Division. Since this study was accomplished in private primary schools, there is need to carry out a study in public primary schools to investigate whether family socio-economic status as any influence on learner's academic achievement.

2.4 Influence of parent's source of income on academic achievement

The parallelism between parental economic status and children's academic achievement is alarmingly high. Studies in Kenya also support this notion. Mwanzia, (2007) in his study observed that the occupation of the parents was becoming increasingly vital in ascertaining their children's educational achievement. He pointed out the fact that students desire to re-create those personalities who have succeeded in the society following their academic achievement. It becomes a strong driving force behind the student own success in education. He further argued that children, whose parents do not value

education, may discourage them in pursuing the same. Instead, they involve them in household chores and other outdoor school activities.

Also in this same argument, Rotich (2002) maintains that a learner who comes from a family with parents, older brothers or sisters ranking high in socio-economic status, in terms of educational attainment will be at an advantage since other family members will provide for economic support and help such student with homework and other parental care. Taking affluence as a socio-economic indicator of wealthy members of society can buy expensive and better education for their children. Demarest et al. (2003) note that a family's socio economic status is founded on the income of the family, the level of education of the parents, the occupation of the parents, and the social status in the community. They maintain that families with high Socio economic status often enjoy more success in the preparation of their young children for school owing to the fact that they have a wider access to a range of resources to support and promote the young children with high quality childcare, book resources and toys to promote the learning of the children at home. Also, such parents have an easy access to information regarding the health of their children, as well as their emotional, social, and cognitive development. Also, families with high Socio economic status often seek further information to aid the better preparation of their young children for education.

Ramey and Ramey, (2004) depict the relationship of parents' social economic status to the readiness of the children for school, thus, across all Social economic groups, the parents go through major shortfalls when it comes to giving optimal care and education for their children. These challenges can be redoubtable for the families living in poverty. Sometimes, when basic needs are insufficient, the parents must prioritize food, housing, clothing, and health care. The educational materials such as books, toys and games may be considered luxuries, and parents may have insufficient energy, time, or knowledge to find innovative and cheaper ways to foster the young children's education development. Parents often have insufficient time and energy to

invest fully in their children's preparation for school even in the families with above average incomes, and at times they face a limited array of options for high quality child care – both before the children begin schooling and during the early schooling years. Primary school teachers are progressively arriving at school deficiently prepared. On the other hand, families with low socio-economic status often have insufficient finances, social and educational supports that characterize families with high socio-economic status. Besides, the poor families may also have limited access to community resources that support and promote the development of children and their readiness for school. In addition, the parents may have insufficient skills for activities such as reading with and to their children. They may also lack information about child nutrition and immunization schedule. However, this study did not explain the relationship between the parents' socio-economic status and the academic achievement of the students especially in the area under focus, hence, this study.

Cardoso & Verner, (2007) state that low enate education and the status of the minority language are most consistently associated with lesser signs of rising literacy and more outstanding number of problems in preschoolers can negatively affect the decisions of the families regarding their young children's learning and development. As a result, the children from low socio-economic family status are greatly at risk of unpreparedly entering kindergarten than their peers from median or high socio-economic status families. Thus, the different states influence the pupils' academic performance in future.

2.5 Summary of the Literature Review

The literature reviewed highlights a combination of either intra-school or extra-school factors that had been found to directly or indirectly determine learner's performance at school. There was however no evidence based literature on how these factors, particularly those that are home-based, affected academic achievement among public primary school students in Nairobi and specifically Makadara Sub-County. This study therefore, seeks to establish

empirical evidence on which these factors would improve primary public school performance in the aforementioned region of the country.

2.6 Conceptual Framework

The conceptual model provided an understanding of interplay of institutional and home based factors influencing student's academic execution. The institutional factors included physical facilities and learning and teaching resources while home-based factors were parents 'participation in their children affairs and parents economic status. This model demonstrated that academic performance of students rose out of a greater number of interrelated casual factors namely school and home based factors.

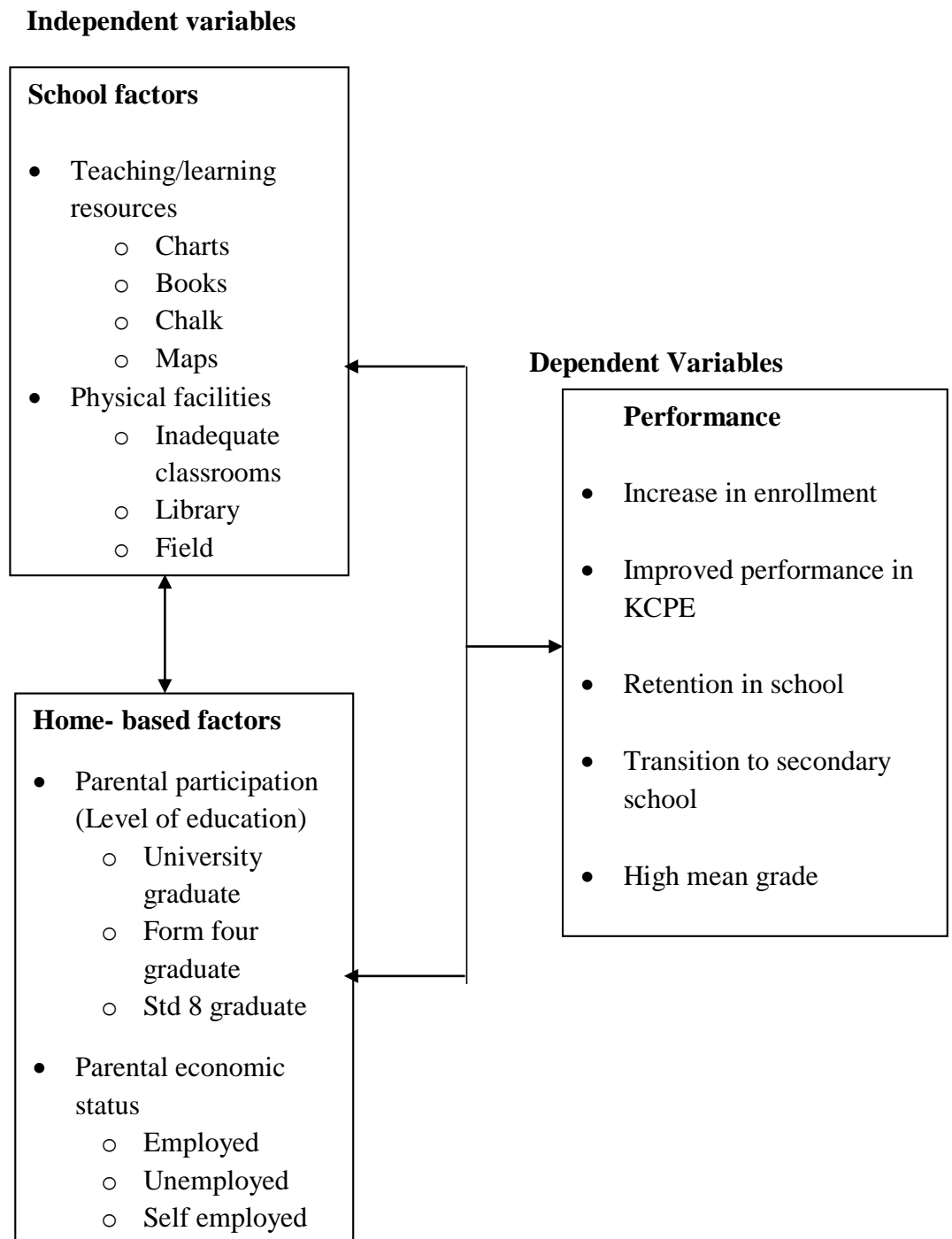


Figure 2.1 Conceptual Framework showing the relationship between school and home based factors and academic performance.

According to the conceptual framework parents were taxed to participate in the welfare of the learners. The physical facilities and teaching/learning resources were also required thus, producing good results in KCPE exams

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This section comprises of the research design, the study location, the target population, the sample and sampling, the research instruments, data collection procedure, piloting of the research, reliability and validity of the instrument and ethical consideration of the study.

3.1 Research Design

A research design is the organization of checks for collection and analysis of data in a manner that aim to combine relevance to the research purpose with economy in procedure, (Kathori, 2011). The study adopted the ex-post facto design that involve studies that investigate possible causes and effect by observing an existing condition and searching back in time for possible casual factors. It involves testing out possible roots of events that had happened and cannot be falsified by the investigator (Cohen and Manion, 1994). This means that the investigation first starts with the observation of the dependent variables and retrospectively analyzing the independent variables for their potential effects on the dependent variables. This research design was relevant for the study because the study was not detained to the collection and description of data but also essayed to investigate and demonstrate the existence of certain relationships among the variables being investigated. Hence, the design was chosen to satisfy this aspect of the study. Kerlinger observed: *Regardless of its shortcomings, much ex-post-facto examine must be done in Psychology, Sociology and training, basically many research issues in sociologies and instructive don't lead themselves to trial request. A little reflection on a portion of the vital factors, home foundation, parental childhood, instructor identity, school environment will demonstrate that they are not controlled.* The research design was relevant for this study since it was not only concerned with collection and description of data, but it also investigated and established the being of certain relationships among variables being investigated. The major limitations of this design are; inability to

manipulate independent variables; the lack randomization power, the risks of improper interpretation and lack of control. In order to overcome such limitations, Kerlinger recommends that interpretations of the data and the results of ex post facto investigations should be treated with great caution and care. When one must be heedful with experimental results and interpretations, it is compulsory that one be doubly careful with ex post facto results as well as interpretations.

3.2 Location of the Study

The study was carried out in Makadara Sub-County within Nairobi County. It is an area with glaring contrast in living standards, ranging from middle class income areas of Buru Buru, South B to the sprawling Mukuru informal settlement which is characterized by poor living standards and second middle class income areas of Kaloleni, Jericho, Maringo, Mbotela, and Makongeni. The Sub-County is basically a residential region although there are a number of businesses and factories in industrial area. The Sub-County has 26 public primary schools offering the 8-4-4 system of education and competent based curriculum CBC according to Sub-County Director of Education (SCDE). The choice of Makadara Sub County schools was motivated by the fact all these schools are administering K.C.P.E and that there was a variance in performance.

3.3 Target Population

The target population refers to the population that the researcher applies to generalize the research of the study (Mugenda & Mugenda, 2003). In this study the targeted population consisted of public primary schools, the teachers, pupils and P.A members. The teachers were useful for this study because they interacted with the pupils on daily basis and in most cases evaluated the curriculum; PA members participated because they represent the parents in school and are the major sources of school resources.

3.4 Sample size and sampling technique

To get the total number of the schools to participate 30% of 26 public primary schools were sampled giving a sample size of 8 schools (Mugenda & Mugenda, 2003). From a population of 680 teachers, 30% were sampled giving a sample size of 240 teachers. 130 members of PA were sampled at 30% giving a sample size of 39 PA members. Out of a population of 1500 class 6 and 7 pupils, 10% was sampled giving a sample size of 150. Pupils were randomly sampled from the 8 participating schools. A total of 240 teachers were equally distributed in the 8 schools giving each school 30 respondents. Standard 6 and 7 pupils participated in this study because they were quite experienced and were expected to give relevant information which would be very useful to this study. Therefore, the sample size comprised of 39 P A. members, 150 pupils and 240 teachers.

3.5 Research Instruments

This study mainly utilized the use of questionnaires and interview schedule.

3.5.1 Questionnaires

In this study, questionnaires were designed using both open and closed ended questions and; were distributed to all teachers and pupils' targeted. The instrument is very useful in obtaining data. The respondents gave information without much physical influence from the researcher. The advantage of using questionnaires was that they stimulate free thought and the disadvantage was that its time consuming.

3.5.2 Interview schedule

An interview is a process of communication in which the interviewer gives wanted information verbally (Kombo & Delmo, 2009) Interviews are therefore face to face encounters. As a research technique, interviewing involves the researcher asking questions and hopefully receiving feedback from the individuals being interviewed. The interviews were used in conducting a study

on Parents Association members. The interview timetable was relevant to the study as it allowed an exhaustive information and details of the research issues.

3.6 Piloting of the Research Instruments

Three of the public schools in Makadara Sub-County were selected for piloting the research instrument. The purpose was to test whether the questionnaires were valid and whether they could produce the estimated results if applied in other schools. It also ensured the clarity and suitability of the language and questions to be used. Adjustments of these instruments were made accordingly.

3.7 Reliability Research Instrument

Reliability is the ability of an instrument to give consistent result. To test the questionnaires reliability the researcher gave the instruments to the respondents in the pilot study and then graded manually. Subsequently, after two weeks the instruments were re-administered to the very same answerers and scored manually. A comparison of the first and second scores were made using Pearson product, moment correlation coefficient to decide the reliability of the instruments. A reliability coefficient of 0.8 and higher was deemed appropriate. The following Pearson moment product formula was then applied.

$$r = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

Where r =the Pearson's coefficient

$\sum y$ = sum of y scores

$\sum x$ = sum of x scores

$\sum xy$ = sum of the products of paired scores

$\sum x^2$ = sum of squared x scores.

$\sum y^2$ = sum of squared y scores

N= number of pairs of scores.

The computation yielded a correlation coefficient. According to Field (2009), a reliability coefficient of 0.8 or higher is recommended and this was used as the threshold for reliability test in this study

3.8 Validity of Research instruments

To ensure validity of the instrument, experts from department of Educational Foundations of College of Education and External Studies of the University of Nairobi were consulted and their comments were in cooperated in the study. Secondly, the questionnaires were also given to other teachers who were not participating in this study to evaluate them for face and content and thirdly, the instruments were given to supervisors to make comments on suitability of the items including any corrections that could improve the instruments. Suggestions from experts were considered and in cooperated before carrying out the study.

3.9 Data collection procedures

The researcher obtained permission from National Commission for Science Technology and Innovation (NACOSTI). Thereafter Sub-County Director of Education (SCDE) and the head teachers of the primary schools were informed of the intended study in advance. The researcher then visited the primary schools and administered the questionnaires to the teachers and pupils. For easy gathering of information from the selected pupils, the researcher organized with the head teacher of the schools to allow interview to be done during the school's annual general meeting.

3.10 Data analysis techniques

Qualitative data from the interviews and open ended questionnaires were analyzed and summarized to minimize errors made by respondents from the field. Quantitative data was averted into numerical codes to translate question responses into specified categories. The coded items were analyzed and computed with aid of (SPSS) software programme was presented in form of tables and frequency. The quantitative data was analyzed thematically.

3.11 Ethical Considerations

The study addressed the ethical issues through the use of an introductory letter which explains the purpose of the study. The school authorities requested PA members to participate in the study. The researcher also ensured that all relevant authorities were notified of the intention to undertake the research. The information given was treated with confidentiality, no names or institutions were mentioned anywhere in the study so as to increase the degree of confidence among the respondents.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

Introduction

This chapter shows the determinations of the study. The study investigated school and home-based factors that influence performance in the Public Primary Schools at Kenya Certificate of Primary Education Examination in Makadara Sub-County, Nairobi County, Kenya. The data analysis and its interpretation were in relation of objectives and set questions of the study. The research was directed by the following objective questions: To establish how provision of adequate teaching and learning resources influences pupils' academic performance in KCPE in Makadara Sub-County; establish the extent to which availability of physical facilities influence pupils' academic performance; establish the extent to which parents level of education influence pupils' academic performance and to determine the extent to which parents' sources of income influences pupils' academic performance.

4.1 Questionnaire return rate

Questionnaire return rate is the balance of questionnaires that are brought back to the researcher from the respondents that took part in the study. The study targeted 240 teachers. A sample of 150 pupils was also taken from the 8 schools. Both the teachers and pupils return rate was at 100% as shown in Table 4.1. The response rate was excellent as it adheres to (Mugenda and Mugenda, 2003) which mandates that return rate of 50% and over is adequate for analysis. The return rate was perhaps motivated by the moods of the respondents, the length of the questions and the subject under investigation.

Table 4.1 Questionnaire return rate

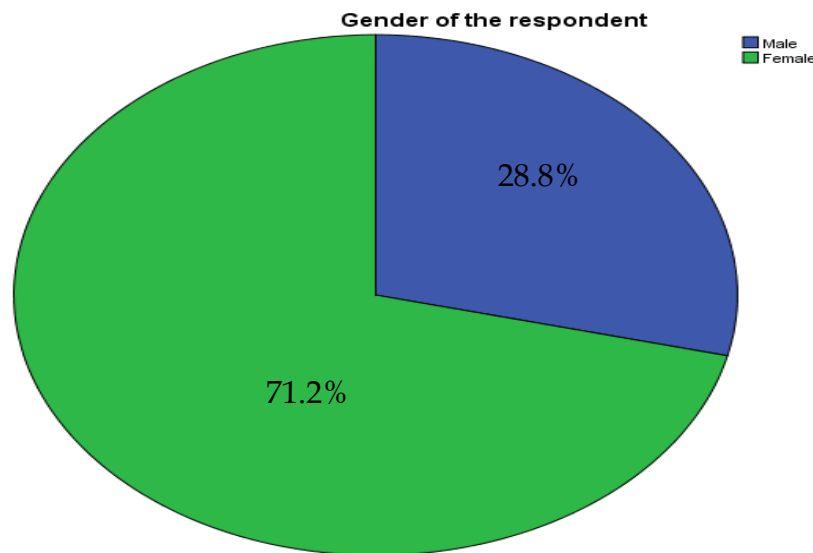
Respondents	Sample Size	Response	Return Rate
Pupils	150	150	100%
Teachers	240	240	100%
Totals	390	390	100%

4.2 Demographic Characteristics of the respondents

The responses of the study who were standard 6 & 7 pupils together with teachers were analyzed on the basis of their background information. This part of the study focused on gender, age, and level of experience of the teachers. In addition, it focuses on the gender and the home conditions of the pupils

4.2.1 Gender of the Teachers

The study found it necessary to determine the gender composition of the



teachers in Makadara Sub-County, Nairobi County.

Figure 4.1: Gender of the teachers

According to Figure 4.1, the study was inclusive of both genders. In particular, the study had 71.3 % of the participants being females and males at 28.8 %. The participation of both male and female teachers ensured that different opinions across gender were adequately represented. The study showed an unfair balance in the staff composition, with more than 70 percent of them being females and only about 28 percent being males thus contributing to unfair distribution of teachers. Therefore, the finding imply that they were fewer male mentors in public primary schools under investigation hence boys

stand a risk of lacking adequate role models since the male teachers were fewer in number.

4.2.2 Gender of the Pupils

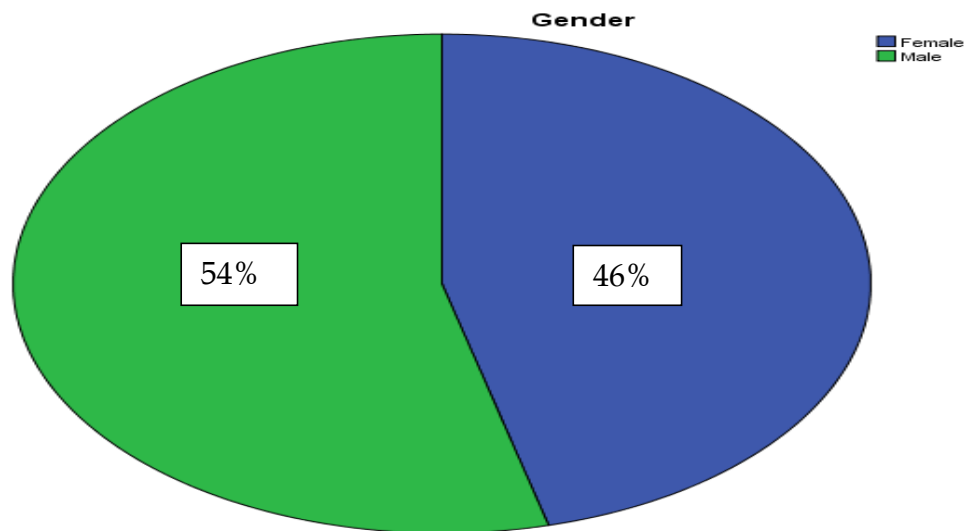


Figure 4.2: Pupils gender distribution

The analyses in Figure 4.2 on gender of pupils indicate that there were 54% male pupils and 46% were females. The distribution reflects a sorry state of affairs where more boys were in school than girls. The reason behind this could best be understood by analyzing socio-economic status of the respondents. It is likely that most girls are out of school as a result of economic hardship and family demands despite 100% transition rate advocated by the Government of Kenya.

4.2.3 Experience of Teachers

The analysis in Table 4.2 shows the experience of teachers in the schools under investigation. According to the finding, most of teachers had an experience ranging from 6-8 years, an equivalent of 32% and those above 10 years were 32%. From this result, it is clear that the teachers had sufficient experience in pedagogy and if properly inducted they could help learners perform better in their examinations and improve general performance.

Table 4.2 Teachers' Experience in the School

Teachers experience		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-2 years	51	21.3	21.3	21.3
	3-5 years	38	15.8	15.8	37.1
	6-8 years	79	32.9	32.9	70.0
	Above 10 years	72	30.0	30.0	100.0
	Total	240	100.0	100.0	

4.2.4 Academic qualification of teachers

This subsection represents teachers' academic levels from the highest achievable level of education, which is Doctorates degree to the lowest which is Certificate level as shown in Table 4.2. The higher the level of academic qualification the higher the likelihood that teachers are more knowledgeable on the best teaching practices. They therefore stand a better chance of teaching learners effectively.

Table 4.3 Distribution of teachers by Academic Qualifications

Academic qualification		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	123	51.3	52.6	52.6
	Degree	90	37.5	38.5	91.0
	Masters	7	2.9	3.0	94.0
	Certificate	14	5.8	6.0	100.0
	Total	234	97.5	100.0	
Missing	999	6	2.5		
Total		240	100.0		

According to the study on Table 4.3, 5.8% of teachers had Certificates, 51.3% were Diploma holders, 37.5% had Degrees and 2.9% had Masters Qualifications. Higher academic qualifications are recommended for in order to ensure that teachers are able to cope with the diverse needs of the curriculum and pupils demands in the context of academic performance.

4.2. 5 Role of teacher in the school

The analysis on Table 4.4 shows that out of 240 respondents 4.2% were head teachers, 5.0% were guidance and counseling teachers, 10% were deputy head teachers while the class teachers were 79.6%. This implies that schools had sufficient number of specialist to guide the pupils on careers and coping with students' school life.

Table 4.4 Role in the school

Role of teacher		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Head teacher	10	4.2	4.2	v4.2
	Guidance and counseling head	12	5.0	5.1	9.3
	Deputy head teacher	24	10.0	10.1	19.4
	Class teacher	191	79.6	80.6	100.0
	Total	237	98.8	100.0	
Missing	999	3	1.3		
Total		240	100.0		

4.3 Influence of the level of education of parents on pupils K.C.P.E.

The study sought to demonstrate whether the parents 'level of education had any influence on pupils 'academic performance in public primary schools in Makadara Sub-County. The findings are shown in Table 4.5

Table 4.5 Extent to which parental level of education influence pupils KCPE academic performance

Parental level of education		Percent	Valid Percent	Frequency
Valid	To a small extent	28	11.7	11.7
	To a very small extent	12	5.0	16.7
	To a large extent	149	62.1	79.1
	To a very large extent	50	20.8	100.0
	Total	239	99.6	100.0
Missing	999	1	.4	
Total		240	100.0	

According to the results of the study on Table 4.5, 62.1% of the respondents felt that the parents ‘level of education influenced K.C.P.E performance to a large extent. This is contrary to just 5 % of the respondents with the view that parent’s level of education influenced pupils K.C.P.E performance to a very small extent. The pupils were also in agreement with teachers whereby 90% was in agreement that parent’s education was a great determinant of KCPE academic performance. Only a small proportion was of the contrary opinion. Therefore, the research concurs with Holmes (2003) findings that pupils from educated parents have a higher likelihood to progress in their academics as compared to those from less educated parents. This further agrees with what one PA member who reported during the interview, “*some of the parents who are educated have children in school and they are doing very well. Parents level of education is a great determinant of pupil’s education.*”

This narration implies there is a strong relationship between parents’ level of education and pupils’ academic performance in KCPE.

4.4 Influence of Parent’s level of income on K.C.P.E academic performance

The study sought to investigate the level of parent’s level of income. In this effect the researcher sought to find out the level of agreement on how high level of source of income of parents influences academic performance. The results are shown in Table 4.6.

Table 4.6 Parental level of income influence on pupils K.C.P.E academic performance

Parental level of income		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	165	68.8	70.8	70.8
	No	65	27.1	27.9	98.7
	3	2	.8	.9	99.6
	4	1	.4	.4	100.0
	Total	233	97.1	100.0	
Missing	999	7	2.9		
Total		240	100.0		

Majority of the respondents (at 68.8%) agreed that parents’ level of income influenced pupil’s K.C.P.E academic performance. This implies that pupils from high income level parents are easily provided with learning materials. They are therefore in a better position to perform better as compared those whose parents have low income levels who may not afford to buy learning materials at the expense of basic commodities for required for survival at home. The following narration from one of the PA member seems to confirm this position, *“My neighbor who works in Nairobi and seems to be doing very well in providing his children with books and they always read ahead of the teacher. His children started school earlier than mine and attend the best school in this locality. Definitely they will do better than mine.* “This narrative

implies that parental source of income has a strong bearing on a pupils' academic performance.

4.5 Influence of Teaching/learning resources on pupils K.C.P.E academic performance

According to Table 4.7 the respondents overwhelmingly agreed that teaching/learning resources influences pupil's academic performance at (82.9%). On the contrary, (15.8%) disagreed with this position. These results could be explained by the fact that availability of learning resources has a strong influence on the pupil's academic performance. Resources could include proper staffing, adequate reading materials, and enough facilities for pupils and presence of diverse recreational programs. These provide a pupil with a comprehensive learning experience that in turn helps them to become better performers at K.C.P.E Academic. This aligns with Lyons (2012) study which asserts on the importance of teaching materials in the process of learning/teaching as it facilitates learning of abstract concepts and ideas, deters rote learning and helps to stimulate and motivate learners. This is what one parent said, *“Availability of teaching\learning resources make teaching enjoyable and pupils are more likely to do well.”* This strongly indicates that teaching/learning resources have positive impact on academic performance.

Table 4.7 Teaching/learning resources influence pupils' academic performance

Teaching and learning resource		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	199	82.9	84.0	84.0
	No	38	15.8	16.0	100.0
	Total	237	98.8	100.0	
Missing	999	3	1.3		
Total		240	100.0		

4.6 Influence of Physical facilities on pupil’s K.C.P.E Performances

The study investigated adequacy of physical facilities such as classrooms, libraries, laboratories in schools and how these influenced pupil’s K.C.P.E performance. The respondents were served with statements on a scale of 1-5 where 1 represented strongly agree, 2 agree, 3 undecided, 4 disagree and 5 strongly disagree as shown in Table 4.7. The statements investigated were to determine to what extent physical facilities influenced Pupils’ K.C.P.E academic performance.

Table 4.8 Influence of Physical facilities on pupil’s K.C.P.E Performances

Influence of physical facility		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	119	49.6	49.8	49.8
	Agree	106	44.2	44.4	94.1
	Undecided	1	.4	.4	94.6
	Disagree	9	3.8	3.8	98.3
	Strongly Disagree	4	1.7	1.7	100.0
	Total	239	99.6	100.0	
Missing	999	1	.4		
Total		240	100.0		

Majority of the respondents (93.8%) were in agreement that availability of physical facilities influenced pupils’ academic performance. Only 5.5% disagree with this claim and a mere 0.4% was undecided. 1.7% of the respondents strongly disagreed with the statement. The above findings seemed to concur with what was established in an opinion by one of the PA members, *“In the school where my daughter attends, there is no library, classrooms have no doors and windows, some of the pupils share desks meant for two pupils, and the washrooms are inadequate. The playground is small for co-curriculum activities. This is a disadvantage to pupils who are focused and average pupil.”* This implies most pupils in public primary schools are

disadvantaged in terms of resources therefore performance is greatly affected as pupils' transit from primary to secondary levels of school.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION OF THE STUDY

Introduction

This chapter entails a brief succinct of the study, conclusions and recommendations for further studies.

5.1 Summary of the study

The purpose of the study was to investigate influence of home and school based factors on pupils' academic performance at KCPE in Makadara Sub-County, Nairobi County, Kenya.

The study was steered by four research objectives: To establish how provision of adequate teaching and learning resources influence pupils' academic performance at KCPE in Makadara Sub- County. To demonstrate the extent to which availability of physical facilities influence pupils' academic performance. To establish the extent which parental level of education influence pupils' academic performance and to determine the extent to which parents' level of income influences pupils' academic performance in KCPE. The research design adopted for the study was ex-post factor design which investigated possible causes and effect by observing an existing condition and searching back in time for possible causal factors. The sample size comprised 240 teachers, 39 PA members and 150 pupils. Questionnaires and interviews were used to collect data. The researcher personally administered the questionnaires to the teachers and pupils in the targeted schools.

5.2 Summary of the Major Findings of the Study.

The determinations of the study divulged that there was significant relationship between parental level of education and pupils' academic performance at KCPE with over 82.3% of the respondents strongly/very strongly agreeing with the statement. The study further revealed that parents with high level of education motivated their children to do better in school

than parents with low level of education. The study established statistically substantial relationship between parents' level of income and pupils' academic performance. It was established to a certain degree that more income meant better school life for children hence good performance. The finding revealed that adequate teaching/learning resources were prerequisite for good academic performance. It was established to a large extent that availability of classrooms, library, laboratory, washroom, and playground was useful to their environment hence if addressed; it will have an impact on helping them to achieve better performances.

5.3 Conclusion

The performance of pupils at KCPE level is determined by various factors. Some of these factors are home based while others are school related. The combination of these factors if not well addressed by policy makers and school administration may impact negatively on pupils' performance. Inadequate teaching and learning resources, inadequate physical facilities, parental level of income and education have a strong bearing on student academic performance.

5.4 Recommendations

- i. The parents should provide conducive learning environment at home to give the pupils ample time and space to study. This means that parents have a responsibility to assist their children to do their homework in a bid to impact on their KCPE performance.
- ii. Parents ought to strive to provide the basic required learning materials that are vital for a good performance in the KCPE exam irrespective of their levels of income. The parents should provide extra revision books or question papers as a supplement to what the public primary schools offer.
- iii. The Ministry of Education should endeavor to allocate more funds to be used for improving on the existing teaching and learning resources

in public primary schools while adding more. Adequate staffing and appropriate reading materials are key to improvement of pupils' performance.

- iv. The Ministry of Education should allocate enough funds that will enable provision of key physical learning facilities. This includes building of spacious classrooms and libraries to cater for the educational needs of the pupils with an aim to improve their performance.

5.5 Suggestions for further research.

These are some of the areas that could be considered for further research.

- i. A similar study to be conducted in other Sub-counties in Nairobi County so as to determine the prevailing Socio-economic conditions in these areas with an aim of comparing this study.
- ii. A research on the implementation strategies of this study should be carried out in public/private primary schools.

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Appendix 1

LETTER OF INTRODUCTION TO RESPONDENTS

AWUONDA. F. ATIENO
UNIVERSITY OF NAIROBI
DEPARTMENT OF EDUCATIONAL FOUNDATIONS
P.O. BOX 30197
NAIROBI

Dear Respondent,

**RE: RESEARCH ON THE INFLUENCE OF SCHOOL AND HOME
BASED FACTORS ON KCPE PERFORMANCE IN
MAKADARA SUB-COUNTY, NAIROBI COUNTY – KENYA**

I am a Masters student at the school of Education, Nairobi University. I am carrying out a research on the influence of institutional and home based factors at KCPE performance in Makadara Sub-County, Nairobi County – Kenya. I shall appreciate if you kindly answer the attached question as truthful as possible. The information you will give is confidential and will be used solely for the purpose of this study.

Yours faithfully,

Awuonda F. Atieno

Appendix 2

QUESTIONNAIRE FOR TEACHERS

Dear Respondent.

I am a student from the University of Nairobi, Kenya pursuing a Master degree in Educational Foundations. Currently I am doing research on the influence of school and home based factors on pupils' performance of KCPE in Makadara Sub-County, Nairobi County. All information will be treated with strict confidence. Do not put any name or identification on this questionnaire.

SECTION A

1. Gender of the respondent

Male Female

2. How long have you taught in this school?

1 to 2 years 3 to 5 years
6 to 8 above 10 years

3. What is your level of education?

Diploma Degree
Masters PhD

4. What is your role within the school?

Head teacher Guidance and Counseling head
Deputy Head teacher Class teacher

Section B: Influence of the level of education of parents on pupils KCPE academic performance

5. Do you think the parents level of education influence pupil's KCPE academic performance?

Yes No

6. To what extent do you think parents' level of education influences pupil's KCPE academic performance?

To a small extent To a very small extent
To a large extent To a very large extent

7. The table below shows to what extent the level of education of parents' influences pupil's KCPE academic performance. Tick against the option that best describes your opinion on the question asked. The scores are rated as follows: Disagree (5) Strongly Disagree (4) Undecided (3) Agree (2) Strongly agree (1)

Statement	Disagree (5)	Strongly disagree(4)	Undecided (3)	Agree (2)	Strongly Agree(1)
a) Parents level of education assists them to understand pupil's academic needs					
b) Educated parents assist their children in doing their school work					
c) Education level of parents of successful students is higher than education level of the parents of unsuccessful pupils					
d) Parents with high education provide the most conducive environment for their children to study					

8. In your view, how does parental level of education influence pupil's academic performance?

.....

Section C: Influence of parental sources of income on pupils KCPE academic performance

9. Does parental source of income influence pupils KCPE performance?

Yes No

If yes to question 9, please explain

.....

10. To what extent does parental sources of income influence pupil's KCPE academic performances, tick inside the box that best describe your opinion on the question asked. The scores are rated as follows: Disagree (5) Strongly Disagree (4) Undecided (3) Agree (2) Strongly agree (1)

Statement	Disagree (5)	Strongly disagree(4)	Undecided (3)	Agree (2)	Strongly Agree(1)
a) Pupils from high level of income families perform better in academics					
b) High level sources of income influences pupils class attendance					
c) Pupils academic performance is influenced by their parental level of sources of income					
d) Pupils from high level sources of income families are provided with all learning					

resources					
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Section D: Influence of teaching/learning resources on pupils KCPE academic performance

11. Do teaching/learning resources influence pupil's academic performance?

Yes No

12. Teaching/learning resources have contributed greatly in KCPE academic performance of the pupils

Yes No I don't know

13. Pupils accessing to adequate teaching/learning resources perform better in academics than those with inadequate teaching/learning resources

Yes No Not sure

Section E: Influence of physical facilities on pupil's KCPE academic performance

14. Do you think physical facilities like classrooms, library and laboratories influence pupil's academic performance?

Yes No

15. The table below shows the factors relating to influence of physical facilities on pupil's KCPE academic performance; tick according to your level of agreement. The scores are rated as follows: Disagree (5) Strongly Disagree (4) Undecided (3) Agree (2) Strongly agree (1)

Statement	Disagree (5)	Strongly disagree(4)	Undecided (3)	Agree (2)	Strongly Agree(1)
a) An organized school gives a good appearance this act as a source of inspiration and motivation for the pupils					
b) Provision of physical facilities highly influence KCPE academic performance					
c) Physical facilities exist to facilitate the instructional programmer					
d) Pupils in a well-structured school perform better in KCPE					

16. In your opinion, what are some of the ways in which the issue of physical facilities can be tackled to improve KCPE performance?

.....
.....
.....

Thank you very much for taking your time to fill this questionnaire

Appendix 3

QUESTIONNAIRE FOR PUPILS

Dear Respondent,

I am a student from the university of Nairobi Kenya. Pursuing a Master degree in Educational foundation. Currently I am doing research on the influence of school and home based factors on pupils' academic performance of KCPE in Makadara sub-county, Nairobi County. All information will be treated with strict confidence. Do not put any name or identification on this questionnaire.

Section A: Background information

1. Gender of the respondents

Male [] Female []

2. Who do you live with?

Both parents [] Mother alone []

Father [] A relative []

Guardian []

Section B: Influence of the level of education on pupils KCPE academic performance.

3. What is the highest level of Education attained by your parents/guardian/relative?

Indicate with a tick

Parent/Guardian Relative	Education level				
	No format Education	Below Class 8	Class 8	Below Form 4	College

Parent					
Guardian					
Relative					

Section C: Influence of parental source of Income on pupils KCPE academic performance.

To what extent does parental/ guardian/ relative source of income influence pupils KCPE academic performance? Indicate with a tick inside the box that best describe your opinion.

STATEMENT	Disagree	Strongly disagree	undecided	Agree	Strongly agree
a) Pupils from high level sources of income are provided with all learning resources					
b) Pupils from high level of income homes perform better in KCPE					
c) Pupils from high level of income homes attend to school frequently					

Section D: Influence of teaching and learning resources on pupils KCPE academic performance.

Pupils accessing to adequate teaching/ learning resources (textbooks, blackboard, atlas, geometrical set, charts, pens and pencils) perform better in academics than those with inadequate teaching/learning resources.

Yes [] No [] Not sure []

Section E: Influence of physical facilities on pupils KCPE academic Performance.

Do you think physical facilities like classrooms, library, laboratories, and toilets influence pupils' academic performance?

Yes [] No []

In your opinion how can your school improve its KCPE academic Performance.....
.....
.....
.....

Appendix 4

INTERVIEW SCHEDULE FOR PARENTS ASSOCIATION MEMBERS

Dear Respondent.

My name is Faith Atieno Awuonda. I am a student from the University of Nairobi Kenya, pursuing a Master degree in Educational Foundations. Currently I am doing research on the influence of school and home based factors on pupils' performance of KCPE in Makadara Sub-County, Nairobi County. All information will be treated with strict confidence.

1. Why do you think pupils are not doing well in our locality?

.....
.....
.....
.....

2. Is there any relationship between parent level of education and pupils' performance.....?

If yes, please explain your answer.....

.....
.....
.....

3. Do you think parents' source of income has a bearing in pupils' level of performance?

If yes, please explain your answer.....

.....
.....
.....

4. In what manner do you think physical facilities influence pupils' academic performance?

.....
.....
.....

5. Do you think availability of teaching and learning resources are related to good performance?

.....
.....
.....

6. Please suggest ways in which performance at KCPE can be improved

.....
.....
.....

Appendix 5:

WORK PLAN

November – December 2017

	Wk 1-2	Wk 3-4	Wk 5-6	Wk 7-8	Wk 9-10
Formulation of the problem.					
Proposal writing					
Data collection					
Data analysis					
Thesis Writing					

Appendix 6:
BUDGET ITEM

	Cost
	Ksh
Printing proposal booklet	11000
Photocopying proposal booklets	8000
Travelling	4500
Airtime for calling and goggling	2500
Research Asst.	18000
Miscellaneous	5000
Total	48000

Appendix 7: Research Permit

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

REPUBLIC OF KENYA

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National Commission for Science, Technology and Innovation

RESEARCH LICENSE

Serial No.A 20986

CONDITIONS: see back page

National Commission for Science, Technology and Innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke

THIS IS TO CERTIFY THAT:

MS. FAITH ATIENO AWUNDA
of UNIVERSITY OF NAIROBI, 5-50106
research in Nairobi County


Permit No. : NACOSTI/P/18/51789/24315
Date Of Issue : 8th October,2018
Fee Received :Ksh 1000

SHIANDA, has been permitted to conduct
research in Nairobi County
on the topic: INFLUENCE OF HOME AND
SCHOOL BASED FACTORS ON PUPILS
ACADEMIC PERFORMANCE AT KENYA
CERTIFICATE OF PRIMARY EDUCATION
IN MAKADARA SUB-COUNTY, NAIROBI
COUNTY

for the period ending:
8th October,2019

Applicant's Signature

Director General
National Commission for Science,
Technology & Innovation



Appendix 8: Research Authorization